# EQUALITY POLICY AND OBJECTIVES

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**WMG ACADEMY FOR YOUNG ENGINEERS**

# EQUALITY POLICY AND OBJECTIVES

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1. **Introduction**

The WMG Academy for Young Engineers will treat all learners equally and will understand and remove the barriers which could lead to unequal outcomes for different groups of learners within the academy.

This plan has been developed in line with legal requirements and statutory guidance of The Equality Act 2010 which provides a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful.

It applies equally, where applicable, to all member and potential members of the WMG Academy community, including staff, students, trustees, governors, employer partners, applicants for jobs and courses, contractors and volunteers.

**2. Aims and Mission**

 The WMG Academy recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law: Age, Sex, Race, Marriage and Civil Partnerships, Pregnancy & Maternity, Gender Reassignment, Disability, Sexual Orientation and Religion or Belief.

The WMG Academy has due regard to the need to:

* Eliminate discrimination and other conduct that is prohibited under the Equality Act 2010
* Advance equality of opportunity between people who share a protected characteristic and people who do not share it
* Foster good relations across all characteristics between people who share a protected characteristic and people who do not share it.

In addition, the Academy includes Economic Disadvantage within this policy, recognising that this has one of the most significant impacts on the achievement of children and young people.

**3. Principles**

In fulfilling the legal obligations cited above, the WMG Academy is guided by nine principles.

 **Principle 1**: All learners are of equal value. All learners and potential learners, and their parents/carers, are seen as of equal value:

* whether or not they are disabled;
* whatever their ethnicity, culture, national origin or national status;
* whatever their gender and gender identity;
* whatever their religious or non-religious affiliation or faith background;
* whatever their sexual identity;
* whatever their economic or social background.

The WMG Academy therefore acts to ensure that each and every member of the school community:

* experiences equality of opportunity;
* feels a full and respected member of the school community;
* has high expectations of themselves, their peers, staff, and others with regard to fair treatment;
* develops an understanding of race, ethnicity and multiculturalism alongside an appreciation of their importance in Britain today;
* develops an understanding and appreciation of disability and the contribution of disabled people in the community and UK;
* develops an awareness of conscious and unwitting racism alongside the skills and confidence to challenge instances of racist behaviour, language and attitudes;
* develops an awareness that disability can be both seen or unseen and that people with learning and other disabilities (e.g. Autism, Asperger's Syndrome) have the same rights to reasonable and appropriate adjustments as those with more obvious needs.

**Principle 2**: Recognising and respecting difference

Treating people equally does not necessarily involve treating them all the same. The Academy's policies, procedures and activities must not discriminate, but must nevertheless take account of differences of life experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

* disability, so that reasonable adjustments are made;
* ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
* gender, so that the different needs and experiences of girls and boys, and women and men, are recognised; religion, belief or faith background;
* sexual identity;
* economic or social disadvantage.

**Principle 3**: Fostering positive attitudes and relationships, and sharing a sense of cohesion and belonging

The WMG Academy intends that its policies, procedures and activities should promote:

* positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
* positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
* mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4:** Observing good equalities practice in staff recruitment, retention and development

The WMG Academy ensures that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

* whether or not they are disabled;
* whatever their ethnicity, culture, religious affiliation, national origin or national status;
* whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

 **Principle 5**: Reducing and removing inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of WMG Academy policies, opportunities are taken to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

* disabled and non-disabled people;
* people of different ethnic, cultural, social and religious backgrounds;
* girls and boys, women and men.

**Principle 6**: Consulting and involving widely

The Academy endeavours to engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

 The aim is to consult and involve:

* disabled people as well as non-disabled;
* people from a range of ethnic, cultural, social and religious backgrounds;
* both women and men, and girls and boys;
* people in heterosexual and same sex relationships.

**Principle 7:** Society as a whole should benefit

The intention is that Academy policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

* disabled people as well as non-disabled;
* people of a wide range of ethnic, cultural, social and religious backgrounds;
* both women and men, girls and boys;
* people in heterosexual and same sex relationships.

**Principle 8**: Basing practices on sound evidence

The Academy maintains and publishes quantitative and qualitative information showing its compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

**Principle 9**: Objectives

Specific and measurable objectives are formulated and published, based on the evidence collected and published (Principle 8) and the engagement in which the Academy has been involved (Principle 7).

 The objectives identified take into account national and local priorities and issues, as appropriate.

**Equality objectives are kept under review and progress towards achieving them is reported annually.**

1. **Fulfilling our specific duties**

The WMG Academy will:

* Identify and publish equality objectives
* Prepare and publish an equality plan linked to these objectives
* Involve individuals with protected characteristic in the development of the scheme
* Report on the scheme implementation
* Report on equality matters including education opportunities and outcomes annually.

**5.0. The curriculum**

 As part of its work to promote equality, the Academy aims to ensure that within its educational provision young people are offered opportunities to:

* understand and celebrate diversity in all its forms;
* learn about racial equality in a variety of curriculum areas;
* develop an understanding of global citizenship;
* understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
* develop an understanding of their rights, the rights of others, and their responsibilities to each other;
* develop an understanding and appreciation of other religious beliefs and cultures;
* recognise and challenge prejudice and discriminating attitudes and behaviour;
* develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

6.**0. Ethos and organisation**

 The Academy ensures the principles listed in section 2 apply to all its policies and practices, including those that are concerned with:

* students' progress, attainment and achievement;
* students' personal development, welfare and well-being;
* teaching styles and strategies;
* admissions and attendance;
* staff recruitment, retention and professional development;
* care, guidance and support;
* behaviour, discipline and exclusions.

**7.0. Roles and responsibilities**

7.1 The Governing Body is responsible for ensuring that the Academy complies with legislation, and that this policy and its related procedures and action plans are implemented.

7.2 The Link Governors responsible for student welfare have a watching brief regarding the implementation of this policy.

7.3 The Executive Principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

7.4 All staff are expected to:

* promote an inclusive and collaborative ethos in their classroom;
* deal with any prejudice-related incidents that may occur;
* plan and deliver curricula and lessons that reflect the principles in section 2 above;
* keep up-to-date with equalities legislation relevant to their work.

**8.0. Monitoring and review**

This plan will be subject to a termly review by the Senior Leadership Team and the Executive Principal will report annually to the Governing Body on equality within WMG Academy and actions required.

**9.0. Equalities Policy objectives**

 While aiming to improve continuously the implementation of equality related policies and procedures listed above, and ensuring that due regard is taken always of the impact of actions and decisions on students and staff with particular characteristics, the Academy has established the following objectives for the period 2016-7

1. To close the gap in educational achievement for students from disadvantaged backgrounds with a focus on:
	1. Removing barriers to learning
	2. Closing the gap between the attainment of pupils from disadvantaged backgrounds
	3. Ensuring equal access to all areas of academy life
	4. Raising the attainment of all pupils and closing gaps between those who are currently falling behind and their peers including;
		1. Pupils with SEN by improving the quality of SEND support
		2. Pupils who are entitled to pupil premium
2. To increase the number of female students applying to attend the WMG Academy
	1. Girls only events
	2. Working with the WISE programme at Jaguar Land Rover
	3. Joint events with WMG / University of Warwick
3. To ensure that students are on the path to success:
	1. Improving results and achievement
	2. Delivering skills for employment to ensure that we have no NEETS
	3. Reducing rates of exclusion through the use of effective behaviour systems.