

Equalities Guidelines

The Public Sector Equality Duty 2011 has three aims under the general duty for academies and settings:

- 1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** By removing or minimising disadvantages suffered by people due to their protected characteristics.
- 2. Advance equality of opportunity between people who share a protected characteristic and those who do not.** By taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- 3. Foster good relations between people who share a protected characteristic and those who do not.** By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our academy has considered how well we currently achieve these aims with regards to the nine protected equality groups: race/disability/sex/gender reassignment/age/pregnancy and maternity/religion and belief/sexual orientation.

These guidelines incorporate issues concerning personnel management, as well as equality issues relating more specifically to children and parents/carers. It refers to all employees, including full-time, part-time, supply staff, trainees, governors, casual workers and volunteers as well as parents/carers and students.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by these key principles:

- All people are of valued equally- learners, potential learner, their parents and carers, volunteers and staff: All learners are of equal value. We see all learners and potential learners, and their parents and carers, 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 age
 - whether they are pregnant, on maternity or paternity
 - whatever their religious or non-religious affiliation or faith background
 - whatever their sexual identity.
- We recognise and respect difference. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our 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
 - age, so that reasonable adjustments are made
 - pregnancy/ maternity/ paternity, so that reasonable adjustments are made and staff continue to feel part of the Academy
 - religion, belief or faith background
 - sexual identity.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote:

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- positive attitudes towards disabled people, good relations between people with disabilities and those without, 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, transgender and homophobic harassment.
4. We follow good equalities practice in staff recruitment, retention and development and for those who work in a voluntary capacity. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline and termination of employment:
- whether or not they are disabled
 - whatever their ethnicity, culture, religious affiliation, national origin or national status
 - whatever their gender identity and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.
5. We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:
- people with disabilities and those without
 - people of different ethnic, cultural and religious backgrounds
 - girls and boys, women and men, non-binary or gender fluid
6. We intend that our 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:
- people with disabilities as well as those without
 - people of a wide range of ethnic, cultural and religious backgrounds
 - both women and men, girls and boys, non-binary or gender fluid
 - people of all sexual identities.

The table below outlines some of the work the Academy currently undertakes to ensure equality in regards to the protected characteristics.

| Protected Characteristic | Evidence |
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| In relation to race the evidence we hold tells us | <ul style="list-style-type: none"> • 65.2% of our students come from White British backgrounds, Annex A details the breakdown of the student population by ethnicity (see back page) • Procedures are in place to monitor, deal with and record prejudice related incidents; number racist incident has been recorded for the academic year 2020-2021 5 incidents / 2021-2022 10 incidents / 2022-2023 14 incidents • Observed behaviour in the academy shows respect and tolerance for people of all races amongst students, this is modelled by all adults. • All students regardless of race are offered and involved in after academy activities. • Core Studies sessions involve discussions around difference and tolerance in our society, giving high profile and respect to different values and views within society. Through this we foster respect and interest in all students' race backgrounds and celebrate diversity and difference worldwide. |

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| | <ul style="list-style-type: none"> • Our curriculum covers different races and cultures, due respect and interest is given to the cultures within the academy. • We promote <u>d</u>iversity through the completion of our PLED<u>G</u>ES programme. |
| In relation to disability the evidence we hold tells us | <ul style="list-style-type: none"> • Four students at Lincroft academy have physical disabilities (January 2023). Students with physical disabilities take part in class activities and effectively differentiated learning opportunities to allow them to succeed and progress in line with expectations from their starting points. • The academy has an effective inclusion and Special Educational Needs Policy. • The academy has an accessibility plan. |
| In relation to sex the evidence we have tells us | <ul style="list-style-type: none"> • 50.65% of our current students are male (January 2023) • Examination data shows boys do not attain as highly as girls. This is identified and addressed in development plans. • Students work in both mixed and single sex groupings (PE only). • Where a decision needs to be made in regard to splitting students based on gender the Academy will consult the DfE non-statutory guidance on this issue and refer to MERIDIAN TRUST Guidance of Transgender students • Male and female staff are employed at the academy, adverts welcome applications from either sex. |
| In relation to gender reassignment the evidence we have tells us | <ul style="list-style-type: none"> • The recruitment policy has guidance on recruitment on grounds of ability to carry out the vacant post which the academy follows. • The Trust has a Transgender Guidance document for the Academy to use as needed • No data is recorded on gender reassignment in the academy therefore the potential for victimisation is minimised. |
| In relation to pregnancy and maternity the evidence we have tells us | <ul style="list-style-type: none"> • We give staff, or students, on maternity leave or who are pregnant the same rights as other staff and include them in relevant academy information during leave. • The academy policies include flexibility in staff's absence in view of childcare and parenting emergencies. • We support staff wishing to take paternity or adoption leave. |
| In relation to age the evidence we have tells us | <ul style="list-style-type: none"> • Staff range in age from 19 years old to 66 years old. • We follow the MERIDIAN TRUST Recruitment Policy and Equality and Diversity policies. • We use the EPM portal TES and local sources of advertising for posts. • The academy returns the relevant monitoring forms. |
| In relation to religion and belief the evidence we have tells us | <ul style="list-style-type: none"> • The Academy welcomes students and families of all religions equally. • The academy does not hold performance data on groups of religious nature. • Through its PSHE and Core Studies programmes the academy offers opportunities for students to discuss the diversity of beliefs, people's rights to their own beliefs, as well as encouraging students to reflect on their own and others' beliefs and reasons for their actions. |

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| | <ul style="list-style-type: none"> All students and staff are given equal value independent of their personal belief or religion. Due regard and mention is given to different religious celebration days and events. Every effort is made to include awareness, tolerance and understanding of a wide range of religions in the curriculum as well as in assemblies. Where religious beliefs can be supported in the academy they are, for example the inclusion of a hijab and tracksuits and trousers within the uniform. |
| In relation to sexual orientation the evidence we have tells us | <ul style="list-style-type: none"> No data about the sexual orientation of staff or parents is collected in academy therefore there is no potential for victimisation. Correspondence is addressed to 'Parent/Carer of name of child' so that there is total equality of treatment of all family situations. Students are taught the differences between the sexes and that some people are of different sexual orientations others and that that is acceptable in our society. |

The academy maintains good relations and consults with the trades union, locally and regionally on matters of equality and diversity and nationally through MERIDIAN TRUST's Joint Consultation and Negotiation Committee (JCNC).

All students and staff receive appropriate training in the protected characteristics and how to raise a concern or make a complaint about discrimination.

Annex A- Student Ethnicity Data Jan 2023

| | Total | % |
|------------------------------|-------|------|
| White - British | 660 | 65.2 |
| Any other White background | 67 | 6.6 |
| Any other mixed background | 23 | 2.3 |
| White and Asian | 23 | 2.3 |
| Black - African | 16 | 1.6 |
| Refused | 4 | 0.4 |
| Any other Asian background | 22 | 2.2 |
| White and Black Caribbean | 27 | 2.7 |
| White and Black African | 17 | 1.7 |
| Chinese | 2 | 0.2 |
| Information Not Yet Obtained | 12 | 1.2 |
| Any other Black background | 5 | 0.5 |
| Indian | 51 | 5.0 |
| Any other ethnic group | 9 | 0.9 |
| Gypsy/Roma | 1 | 0.1 |
| Traveller of Irish heritage | 0 | 0 |
| White - Irish | 9 | 0.9 |
| Bangladeshi | 10 | 1.0 |
| Pakistani | 42 | 4.1 |
| Italian | 4 | 0.4 |

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Total students Jan 2023 1013

At Lincroft Academy we want to promote Equality and Diversity through our objectives:

1. To ensure that identified gender plays no role in limiting the opportunities for students in all areas of the curriculum and wider school life;
2. To further develop the understanding of staff, students, parents and other members of the community regarding different races and customs;
3. To raise staff awareness of the Equalities Duty and the part that each of us plays
4. To ensure that disadvantaged groups of students achieve in line with their peers

In relation to MARRIAGE AND CIVIL PARTNERSHIP the evidence we have tells us • We have a range of different partnerships within the staff and all are respected for their own arrangements. • Students are taught that there are different family units and difference is a good thing within the Lifeskills (PSHE/SRE) schemes of work.

In relation to MARRIAGE AND CIVIL PARTNERSHIP our self-evaluation tells us • All academy job and activity advertisements are aimed at all parties there are no restrictions given on any of the protected characteristics. • Interview questions are carefully worded and the same for all candidates. • The academy follows the trust harassment policy to protect all groups and protected characteristics. • The academy follows the trust grievance and complaints policies which are carried out by relevant members of the governors/trust to ensure all equalities guidance is followed and all stakeholders can challenge it if required. • All policies are consulted on and shared with all staff, parents, academy counsellors and where relevant students, during reviews and writing. • Exit interviews and staff surveys are carried out regularly.

In relation to MARRIAGE AND CIVIL PARTNERSHIP our judgement is • We are good at eliminating unlawful discrimination, harassment and victimisation because we have relevant policies in place. • We are good at advancing equality of opportunity because we have relevant policies and RE and Lifeskills (PSHE/SRE) schemes of work in place which promote acceptance and celebration of difference and different family units. • We are good at fostering good relations between people who share a protected characteristic and those who do not because although we have relevant policies and teaching opportunities to develop understanding of the different meanings and arrangements of family units.