



Mayflower
Community
Academy

Equality Policy

Policy Approval Date: **July 2021**

Policy Review Date: **July 2023**

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Introduction

Mayflower Community Academy is inclusive; wellbeing, progress and 'access for all' lies at the heart of what we do, and we are committed to ensuring that all members of our community are of equal worth.

We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Single Equality Policy

Equality Statement

At Mayflower Community Academy, we are committed to ensuring equality of education and access for all pupils, staff, parents and carers receiving services from the school; irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Mayflower Community Academy, we believe that our differences unite us; that diversity is a strength; and respect for all is a non-negotiable – enabling us to embrace and celebrate this together.

Legal Duties

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

By upholding these duties, we are complying with the Public Sector Equality Duty (PSED) and will pay due regard to all three aspects in our practice and pedagogy.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief

- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

Mayflower Community Academy

In order to do this effectively we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives (see plan below). The data will be assessed across our core provisions as a school, but we will also analyse available data relating to the context of our local community, including hate crime data and demographic information. In relation to school provision, we will pay particular attention to the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

Our objectives will detail how we will ensure equality is applied to the services listed above, however where we find evidence that other functions have a significant impact on any particular group, we will include work in this area.

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

We understand that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations, we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

“Together we can...ensure that all learners receive a high-quality and ambitious education”

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Single Equality Action Plan 2021 - 2023

Equalities Strand	Aim	Actions	Lead	Costs	Timescale	Success Criteria		
Race Equality	Promote racial equality and eliminate unlawful discrimination	Continue to raise awareness of racial equality through explicit teaching in all subjects.	Lissie Mills to lead-teaching staff to deliver		Ongoing/reviewed termly	Children are able to discuss the importance of racial equality.		
		Continue to plan and share SMSC assemblies which focus on themes such as Black History Month to raise awareness of issues regarding race.	Lissie Mills		Ongoing/reviewed termly	All pupils feel included and valued. Children understand and accept all people.		
		Continue with our 'Connecting Classrooms' project, linking us to a school in Ghana. Encourage relationships and connections between children of different races.	Lissie Mills and Isaura Roberts		Project begins in October 2021	Children recognise differences and celebrate them. Our pupils and community are educated and enriched with connections to other countries.		
		Source and select a variety of texts which promote diversity to use as models within lessons.	Lissie Mills and Eve Vollans	Cost of books	September 2021	Children are familiar with a range of races, names and nationalities.		
		Monitor and audit visitors to our Academy to ensure we are providing a variety of role models for our pupils.	Lissie Mills, Sarah Sandey and Cath Mear	Cost of visitors to Academy-when required	Audit: July 2021 Review and action: Autumn 2021	Our community are taught by a range of visitors. Children positively identify with role models who reflect diversity within race.		
	Eliminate racist harassment	Continue with our clear reporting procedures for racial issues.				Ongoing	Clear procedures adhered to. No racial incidents reported.	
		Continue to emphasise racial tolerance and understanding through our SMSC assemblies, British Values and JIGSAW PSHE sessions.	All staff			Ongoing		
		Continue to promote our 'Together we Can' school ethos. In everyday teaching, highlight acceptance of all within schools and society. Continue to remind children that we are 'one team' regardless of our differences.					Ongoing/daily practice	Increased awareness of issues regarding race.

Disability Equality	Break down any barriers to perceptions of disability for all staff and pupils.	Carry out an audit of pupils and staff to gather data on any disabilities and disadvantage they feel they may face.	Lissie Mills, Sarah Sandey and Cath Mear		Audit: July 2021 Review and action: Autumn 2021	Children are able to discuss the importance of equality.
		Continue to make all pupils and staff aware of our provision for any physical disability (lift, toilets, path accesses throughout etc).	As above		Ongoing	People aware of the provision made at MCA and use with confidence.
		Source and select a variety of visitors and texts which promote diversity to use as models within lessons. Celebrate achievements of disabled role models nationally and globally.	Lissie Mills and Eve Vollans	Cost of any books and visitors	September 2021	Children are familiar with a range of abilities.
		Continue to use JIGSAW 'celebrating differences' unit, this promotes role models of all abilities.	All staff		Ongoing/Daily	Our community are taught by a range of visitors. Children positively identify with role models who reflect diversity within ability.
Gender Equality	Ensure our Academy promotes gender identity	Apply the principles of equal opportunities in gender equality in recruitment selection.	Headteacher and HR		Ongoing	A balance of male and female role models throughout the Academy. In addition, a balance of people who may identify differently.
	Continue to create engaging learning opportunities that promote achievement for boys and girls.	Continue to use JIGSAW sessions to promote an accepting, respectful and tolerant society. Raise awareness of the danger of stereotyping. Use celebrating differences unit to encourage children's understanding of gender identity Audit provision of appropriate resources to ensure boys and girls are making good progress throughout.	All staff Lissie Mills & MALT		Audit: Spring 2022 Review and Action: Summer 2022	Academy 'together we can' ethos and PSHE curriculum promotes respect for differences within our Academy community and further.

Community Cohesion	<p>Achieve an awareness of national and community identity.</p> <p>Engage and develop confidence amongst members of our community</p>	<p>Continue to plan and deliver assemblies which celebrate different national and local events. Encourage pupil and parent awareness of the 'theme of the week'. Continue to raise the profile of all religions, celebrations and the diverse community we live in.</p> <p>Continue to hold parent workshops and support the community through regular events such as tea@two and a regular mailchimp upload..</p> <p>Continue to invite parents and carers to online training provided by outside agencies e.g. Being Brilliant Wellbeing Training</p> <p>Continue to develop activities which reflect the interests of the community. Continue to promote the success of running groups and cooking evenings.</p>	<p>Lissie Mills</p> <p>All staff</p>	<p>Cost of subscription to outside agencies.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>The diverse curriculum and assemblies represents national and global community learning opportunities, alongside reflecting Fundamental British Values.</p> <p>Our Academy community feel enthused and interested in the support on offer to them.</p> <p>Parents and caregivers engage with our workshops and available training which in turn build their confidence.</p>
	<p>To monitor and promote the involvement of all pupils in extra-curricular activities.</p>	<p>Audit and monitor attendance of extra-curricular activities. Promote the involvement of all interests and abilities amongst our pupils. Promote to specific pupils through discussion with families.</p>	<p>Lissie Mills, Cath Mear and Sarah Sandey</p>	<p>Cost of coaches to support extra-curricular activities.</p>	<p>Audit: Autumn 2021</p> <p>Review and action: Spring 2022</p>	<p>Increased number of pupils engaging with and attending clubs and after school activities.</p>
Sexual Orientation	<p>Monitor the RSHE policy and renewed sessions to ensure that the curriculum recognises diverse family structures.</p>	<p>Continue to deliver confident and well-informed sessions where children are exposed to a variety of relationships and family structures. All staff are well trained and prepared to discuss questions as they may arise. A question box can be provided for teachers to allow themselves time to prepare information or redirect children if the query was inappropriate for their age.</p>	<p>All staff</p>		<p>Audit Summer 2021</p>	<p>Pupils and staff recognise that families are made from a range of gender and sexual orientations.</p>
	<p>Monitor the delivery of the celebrating difference unit of the JIGSAW curriculum.</p>	<p>Continue to promote the acceptance of different sexual orientations and family structures.</p>	<p>All staff</p>		<p>Ongoing</p>	

<p style="text-align: center;">Religious Belief</p>	<p>Ensure all religions and beliefs are promoted and respected</p>	<p>Staff policies and training procedures to raise awareness of sensitivity towards diverse religious beliefs.</p> <p>Continue to plan and deliver assemblies which raise awareness of a variety of religions and beliefs. Continue to link with national themes and days of celebrations/festivals for all religions.</p> <p>Continue to deliver our celebrating differences unit which promotes diversity within all areas, including religion.</p> <p>Continue to deliver a broad RE curriculum where all religions are studied and respected.</p> <p>Model pupil behaviour expectations of tolerance towards all differences.</p>	<p>MALT</p> <p>Lissie Mills</p> <p>Helen Taylor to oversee, all staff to deliver.</p> <p>All staff</p>		<p>Review with MALT Autumn 2021</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Academy 'together we can' ethos and PSHE curriculum promotes respect for religious differences within our Academy community and further. Recognise and support diversity as a community.</p>
<p style="text-align: center;">Age</p>	<p>Ensure staff profile is representative of all ages</p>	<p>Apply the principles of equal opportunities in age equality in recruitment selection.</p>	<p>HR, MALT and Gobs in recruitment</p>		<p>Ongoing</p>	<p>Employment law adhered to and staff represent a range of ages.</p>