

## Equality Policy

### Policy Control Page

<b>Responsible Person</b>	Principal
<b>Approved By</b>	SLT and Governing Body
<b>Date of Last Approval</b>	
<b>Next Review Date</b>	October 2026
<b>Policy Applicable to</b>	Whole Charity
<b>Status</b>	Approved by SLT October 2022 Awaiting approval by Governing Body November 2022

Date	Version	Person	Change / Action
Oct	V1	Principal	Update to policy and new template adopted.

## Context

This policy brings together in a single, comprehensive document the Charity's policy for managing and promoting issues of equality and diversity.

The policy supports our responsibilities in relation to the Public Sector Equality Duty under section 149 of the Equality Act 2010. This states that, in carrying out their functions, public bodies, including schools, are required to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not;

The Equality Act 2010 has broadened the groups that are protected to include nine protected characteristics. We all have one or more of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics are:

- i. Age: where this is referred to, it refers to a person belonging to a particular age (e.g. 32-year olds) or range of ages (e.g. 18-30-year-old).
- ii. Disability: a person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- iii. Gender Reassignment: the process of transitioning from one gender to another.
- iv. Marriage and Civil Partnership: In England and Wales marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favorably than married couples (except where permitted by the Equality Act).
- v. Pregnancy and Maternity: Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavorably because she is breastfeeding.
- vi. Race: Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- vii. Religion or Belief: Religion has the meaning usually given to it but belief includes religious and philosophical beliefs. Including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- viii. Sex: A man or woman
- ix. Sexual Orientation: Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

## Aims and Values

The Deaf Academy is a charity where everyone is highly valued and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to ensuring equality of education and residential care as well as opportunity for all members of the Academy's community irrespective of age, gender or sexual orientation, religion, ethnicity, disability, personal circumstances or any other protected characteristic.

At the Deaf Academy we aim to promote equality, tackle any form of discrimination and actively promote good relationships and equality of opportunity in all areas of Academy life. We seek to remove any barriers to access, participation, progression, attainment and achievement and take seriously our contribution towards community cohesion. We aim to:

- provide a secure environment in which all our children and young people can flourish and achieve good outcomes
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare our students for life in a diverse society in which children and young people are able to see their place in the local, regional, national and international communities, and the community of deaf people;
- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage making inclusion a thread which runs through all our activities.

To achieve these aims we will:

- work in partnership with stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- ensure that the principle of equality of opportunities is applied with respect to school admissions and participation in all school activities.
- have high expectations of Behaviour which demonstrates respect for others and promote attitudes and values that will challenge discriminatory Behaviour or prejudice.

### Reasonable Adjustments

At the Deaf Academy, we are aware of our duty to make reasonable adjustments for all members of the school community. We take positive steps to ensure disabled students can fully participate in the life of the school and staff can have the support needed to fulfil their remit.

### Responsibilities

This policy applies to all members of the Academy's community; students, staff, governors, parents/carers and visitors.

### The Governing Body

It is the Governing Body's responsibility to:

- ensure that the Academy complies with equality legislation giving due regard to The Equality Duty in decision making;
- ensure that the Academy's policy and its procedures and strategies are carried out and monitored with appropriate
- impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- when appropriate, take positive action to recruit high-quality applicants from under-represented groups.

### The Principal

It is the Principals responsibility to:

- give due regard to The Equality Duty in decision making;
- implement the policy and its strategies and procedures including reasonable adjustments as necessary;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;

### All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type harassment and bullying based on prejudice;
- deal effectively with all incidents from overt name-calling to the subtler forms of victimisation related to perceived differences;
- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age, sexual orientation or any other protected characteristic
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;

- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

### Students

The conduct expected from students is contained in the Academy's Behaviour Policy and Student Handbooks. Our respect campaign supports our students in understanding this policy and what is expected from them

#### Respect Yourself

- Believe
- Ready
- Professional
- Responsible
- Positive

#### Respect Others

- Trust
- Kind
- Helpful
- Polite

#### Respect Learning

- Focused
- Engaged
- Hardworking

#### Respect Environment

- Responsible
- Value
- Tidy
- Caring

### Spiritual, Moral Social Cultural (SMSC)

How we foster excellent relations and promote students' spiritual, moral, social and cultural development:

- We believe that SMSC is an integral aspect of school life and as such it permeates through teaching and learning, the pastoral system, assemblies and relationships.
- We prepare our students for life in modern day Britain and stress the importance of British values.
- We provide all students with opportunities to learn about the experiences and achievements of different communities and cultures.
- We ensure that the curriculum challenges racism and stereotypes through teaching about key historical and political events.
- Learning opportunities are arranged throughout the year to celebrate difference and to raise awareness. These may be the focus of lessons, assemblies or linked to special occasions and response to world events
- The curriculum is supported by resources that provide positive images that reflect the diverse communities of modern Britain and our school community.

- Promotional and display materials both in school and externally show a variety of different ethnicities and cultures.

#### Action planning and monitoring

The Academy will on an annual basis include consideration of Equalities and Access issues in self evaluating and drafting of the Charity's Development Plan. Targets for improvement will be set annually then evaluated and reported to Governors twice yearly in line with the school's usual monitoring procedures.

#### Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Senior Leadership Team and Governing Body as required.

## The Deaf Academy Equality Action Plan 2021-2025

Equality Objective	Actions	How will the impact of the action be monitored?	Who is Responsible?	Timescale	Expected Outcomes
To monitor and analyse staff recruitment and progression by social disadvantage, ethnicity, gender and special educational need/disability and act on any trends or patterns in the data that require additional support for students.	a. Conduct every three years a staff Equalities impact assessment.	Reports to SLT and FRC.	Head of HR	Annual	Improvements to access of unrepresented staff and recruitment in senior positions.
To monitor and analyse pupil achievement by social disadvantage, ethnicity, gender and special educational need/disability and act on any trends or patterns in the data that require additional support for students.	<p>a. Forensic analysis at Academy and Curriculum Leader level following each data collection, with specific line of enquiry relating to students from key groups as stated.</p> <p>b. Following each data collection, Curriculum Leaders ensure that positive action is planned for any cohort of students or individuals that are not meeting their target grades.</p>	Achievement report created and reported to ELT, SLT and Education Sub Committee.	Quality Assurance and Exams Officer/AP Education	Each term	<p>Any students underperforming in each cohort are identified.</p> <p>Interventions put in place lead to an improvement in student achievement at the next DC.</p>

<p>To deliver a broad and balanced curriculum, that provides opportunities for all students to achieve positive outcomes and sustained destinations.</p>	<ul style="list-style-type: none"> <li>a. Annual review of curriculum to ensure it meets students' needs and ambitions.</li> <li>b. Ensure its curriculum continues to widen participation, improve attendance and drive improved curriculum access for students with SEMH needs.</li> <li>c. To audit and implement Curriculum updates and raise engagement and profile of the opportunities and staff development, knowledge and skills in supporting and advancing the equality, diversity and inclusion practices and culture of the academy.</li> </ul>	<p>Attendance data and patterns of sustained improvement in vulnerable students.</p> <p>Analysis of Attitude to Learning</p> <p>Analysis of academic performance of key groups</p>	<p>Assistant Principals Education (school and college)</p>	<p>Annual Reviews</p>	<p>Improved attendance.</p> <p>Improved Attitude to Learning</p> <p>Improved progress measures for key groups.</p>
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<p>To raise levels of parental and pupil engagement in learning and academy life, across all activities including regular attendance to ensure equity and fairness in access and engagement, notwithstanding social deprivation, special educational need/disability.</p>	<p>A. Develop, promote and deliver an Engage Programme to widen parental participation in the education of their children.</p> <p>b. Ensure positive marketing to promote such events with the entire range of parents/families, identifying barriers to engagement and taking positive steps to remove/promote this.</p> <p>d. Target 'hard to reach' families with positive encouragement and support to attend.</p>	<p>Half Termly Analysis of Parental Engagement and coverage identifies 'hard to reach' families.</p> <p>Parental participation improves over time.</p>	<p>AP Education, Support and Safeguarding and Care.</p> <p>Achievement Team</p> <p>Safeguarding Team</p>	<p>Each half term</p>	<p>Parental participation improves, evidenced by increased % attendance at Engage Events.</p> <p>Improved parental approval via stakeholder surveys</p>
<p>Further develop research into effective pedagogy, curriculum, and support for deaf young people with additional needs.</p>	<p>a. Establish partners to support research and development into this area.</p> <p>b. Start research project.</p> <p>c. Share findings with sector</p>	<p>Annual reporting into SLT and Education Sub committee</p>	<p>SLT</p>	<p>Annual</p>	<p>Research in deaf education with additional needs supports improved teaching and support in enabling students to achieve their potential.</p>