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## Equality Policy

This Equality Policy reflects the Partnerships' determination to provide equality of opportunity for all its members and to promote community cohesion, equality and diversity.

The Policy has regard to the Equality Act 2010 and, in particular, the public sector equality duty in relation to nine protected characteristics: 1) age, 2) disability, 3) ethnicity and race, 4) faith, religion and belief, 5) gender, 6) gender identity and reassignment, 7) marriage and civil partnership, 8) pregnancy, maternity and breastfeeding and 9) sexual identity and orientation.

Two of the protected characteristics, namely age and marriage and civil partnership, do not apply to students and learners, but are relevant to employees in school. Appendix 6 gives further details of equality issues as they relate to staff.

### For schools

The Equality Act defines 4 kinds of unlawful behaviour:

- Direct discrimination where one person treats another less favourably because of a protected characteristic;
- Indirect discrimination where a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. However if it can be shown to be a 'proportionate means of achieving a legitimate aim', the action would not be seen as indirect discrimination.
- Harassment, which is 'unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person'.
- Victimisation, which occurs when a person is treated less favourably than they otherwise would have been because of something they have done in connection with the Act.

Variations in style and emphasis in the sections dealing with each of these areas reflect particular statutory requirements or advice from the DfE.

### Statement of Purpose, Values and Outcomes (Extracts)

The Partnership's *Statement of Purpose, Values and Outcomes* underpins the everyday and developmental work of the Partnership.

The following extracts demonstrate the alignment of the statement with principles of equality and fairness.

## **Core Purpose**

The core purpose of the Learning Partnership is *to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility.*

## **Core Values**

We value:

- care and respect for self and others;
- honesty;
- clear and open communication;
- strong relationships and shared goals achieved through teamwork.

## **Desired Outcomes**

Working in partnership with students, their families and the wider community, we believe that each young person should:

- be safe;
- be healthy;
- give and receive respect as an individual;
- enjoy and achieve in school and beyond;
- understand their rights and responsibilities as citizens and the importance of making a positive contribution to society;
- develop moral awareness, cultural understanding and appreciation of diversity

## **Objectives**

The overall objective of the Partnerships' Equality Policy is to provide a framework within which the Academies may fulfil their duty to:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity;
- promote good relations and positive attitudes between people of diverse backgrounds particularly promoting understanding and tackling prejudice.

In particular the Academies will:

- (a) remove or minimise disadvantages suffered by persons who share a protected characteristic that are connected to that characteristic;
- (b) take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- (c) encourage persons who share a relevant protected characteristic to participate in any aspect of school life in which participation by such persons is disproportionately low.

The Academies recognise that there is a duty to ensure that no student or potential student is harassed, victimised or discriminated against:

- in relation to admissions;
- in the way we provide education for students;
- in the way we provide students access to any benefit, facility or service; or
- when excluding a student or applying any other sanction.

The principles of this policy apply to all members of the extended community – pupils, staff, governors, parents and community members.

In all activities, we will demonstrate:

- how this policy is applied to all members of our community: students, staff, governors, parents and (as far as is practicable) those who live and work in our catchment area;
- excellence of provision so as to fulfil each student's potential and promote the highest levels of achievement;
- recognition and celebration of the differences that exist amongst us;
- fairness of treatment for all members of our community;
- commitment to challenge and eliminate discrimination wherever it exists.

**Note:** the word "Academy" in all sections that follow refers as appropriate to each of the Academies in the Learning Partnership: Longsands Academy; Ernulf Academy.

## **SECTION 1: RACE EQUALITY**

The Academies seek to be compliant with the Equality Act 2010. They support the general duty to promote equality of opportunity, promote good race relations and eliminate unlawful racial discrimination.

In addition and more specifically, the Academies will continue to:

- monitor students' progress, outcomes and other involvement in school life by ethnicity;
- monitor the impact of policies on students, staff and parents of different backgrounds with a view to:
  - promoting practice that appears to be supportive of students' progress and outcomes (or otherwise generally supportive of this policy);
  - addressing any identified attainment gaps;
  - addressing any other issues that have bearing on the cohesion of the Academy community and the well-being (educational and otherwise) of students.

### **Racist Incidents**

The Academies do not tolerate racist comments or actions.

Racist incidents are dealt with as follows:

- one off incidents: under the provisions of our Behaviour Management Policies, which allow for a full range of support and sanctions;
- repeated incidents: as a particular pernicious form of bullying under the policies relating to bullying;
- all incidents are recorded on the Cambridgeshire database to facilitate the monitoring of incidence and severity.

Please see Appendix 2 for the Partnership Racist Incident Report Form and Race Equality Action Plan.

## **SECTION 2: DISABILITY**

The Academies seek to be compliant with the Equality Act 2010. The Act sets out general and specific duties as follows:

### **General Duty**

To have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled persons in public life;
- take reasonable steps to meet disabled people's needs even if this requires more favourable treatment.

## **Specific Duty**

The main requirements are to:

- prepare and publish a Disability Equality Scheme demonstrating how the two Academies intend to fulfil their general and specific duties;
- involve disabled people (students, staff, parents) in the development of the scheme;
- implement the actions in their scheme within three years;
- report on the schemes annually;
- review and revise the scheme every three years.

## **Definitions**

A disabled person is defined as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities”.

The terms of this definition are further defined:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from, or consisting of, a mental illness;
- ‘substantial’ means ‘more than minor or trivial’;
- ‘long-term’ is a period longer than (or likely to be longer than) 12 months.

Please see Appendix 3 for the Partnership Disability Equality Scheme.

## **SECTION 3: GENDER EQUALITY**

The Academies seek to be compliant with The Equality Act 2010, which places a statutory duty on public bodies including schools to:

- eliminate unlawful sex discrimination and harassment;
- promote equality of opportunity between females and males.

This general duty also applies to people who intend to undergo, are undergoing or have undergone gender reassignment.

Please see Appendix 4 for the Partnership Gender Equality Plan.

## **SECTION 4: DISCRIMINATION ON THE GROUNDS OF RELIGION OR BELIEF**

The Academies seek to be compliant with The Equality Act 2010, which forbids discrimination on the grounds of religion or belief in schools.

Under the Act, ‘religion’ is defined as being any religion, and ‘belief’ is defined as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics.

The Academies will continue to:

- respect diversity of religion and belief;
- avoid discrimination, eg in relation to admissions, exclusions, access and participation.

## **SECTION 5: AGE DISCRIMINATION**

The Governing Body seeks to be compliant with statutory requirements concerning age discrimination legislation as they apply to employees.

Further details are contained in the Staff Handbook for each Academy (full version).

## **SECTION 6: COMMUNITY COHESION**

The Academies seek to promote community cohesion, which is defined as “an emphasis on articulating what binds communities together, creating a sense of belonging and commitment to equality and social justice”.

Both Academies are committed to promoting strong and positive relationships between people of different backgrounds within each institution and in the communities to which Academy members belong – local, regional, national and international.

More specifically, the Academies seek to:

- close attainment gaps between different groups of students;
- develop common values of citizenship based on dialogue, mutual respect and acceptance of diversity;
- build good community relations and challenge attitudes and/or actions that undermine them;
- remove barriers to access, participation, attainment and achievement.

### **Implementation**

Actions taken to promote community cohesion include:

- promotion of the core values of the Partnership;
- inclusion within the curriculum, notably but not exclusively in the ECM programme, of issues relevant to community cohesion, eg rights and responsibilities (citizenship);
- promotion of equality opportunities for all, eg in terms of options choices; student support; targeted attainment;
- provision of opportunities for students to interact with people from different backgrounds and build positive relationships, eg through school linking;
- actions as set out or indicated by other sections of the Equality Policy.

## **SECTION 7: GENDER IDENTITY AND REASSIGNMENT**

The Academies seek to be compliant with the Equality Act 2010 which places a statutory duty on schools to protect from discrimination anyone who is undergoing, has undergone or is proposing to undergo a process of reassigning their sex by changing physiological or other attributes.

## **SECTION 8: MARRIAGE AND CIVIL PARTNERSHIP**

The Academies seek to be compliant with the Equality Act 2010 with regard to the duty to ensure that people who are married or in a civil partnership are protected from discrimination because of this.

## **SECTION 9 PREGNANCY, MATERNITY AND BREAST FEEDING**

The Academies seek to be compliant with the Equality Act 2010 with regard to the duty to ensure that students are protected from discrimination because of pregnancy and maternity.

In most circumstances, both Academies will give a student up to 18 calendar weeks of authorised absence to cover the time immediately before and after the birth in order to ensure reintegration into education as quickly as possible.

## **SECTION 10: SEXUAL IDENTITY AND ORIENTATION**

The Academies seek to be compliant with the Equality Act 2010 with regard to the duty to ensure that students are protected from discrimination because of their sexual identity and orientation.

## **SECTION 11: RESPONSIBILITIES**

### **Governors are responsible for:**

- the Partnership's compliance with the Equality Act 2010;
- ensuring the Partnership adopts, implements, and monitors this policy.

### **The Principal is responsible for:**

- the formulation and distribution of the policy;
- ensuring it is implemented to the greatest extent possible within constraints of finance, physical structures and staffing;
- monitoring its effectiveness, and briefing staff and governors about the implementation process;
- making sure staff understand their responsibilities under this policy and, where required, receive adequate training opportunities;
- taking appropriate action in cases of harassment and discrimination.

While monitoring overall responsibility, the Principal may delegate actions required under the Policy to Senior Leaders and other staff as appropriate.

**Heads of departments are responsible for:**

- ensuring all departmental practices comply with this policy;
- ensuring departmental literature refers to this policy;
- monitoring the implementation of this policy within their department;
- providing support and training for colleagues in implementing the policy.

**Staff with significant pupil/student development responsibilities are responsible for:**

- promoting this policy amongst pupils and students;
- taking appropriate action in cases of harassment and discrimination involving students;
- providing support and training for tutors in implementing this policy.

**All staff are responsible for:**

- dealing with racist incidents, and being able to recognise and tackle bias and stereotyping;
- promoting equality and good relations throughout the community;
- avoiding discrimination against anyone for reasons of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstance;
- keeping up to date with Partnership policy and practice and discrimination law;
- undertaking training and learning opportunities as appropriate.

**All members of the Partnership community are responsible for:**

- contributing to the Single Equality Scheme implementation and review process;
- behaving with respect and fairness to all members of the community.

**Visitors and contractors are responsible for:**

- respecting and acting in accordance with the principle of equal opportunities.

The Academies will:

- seek to ensure that they are aware of their responsibilities;
- as appropriate, advise visitors and contractors of their responsibilities.

## APPENDIX 1: CONTEXT

### Longsands Academy is:

- a fully comprehensive school serving a large geographical area; approximately two thirds of the students live within St Neots; the remaining third come from a number of villages in the St Neots area;
- a very large school with over 1750 students;
- a school with representation from a wide variety of ethnic backgrounds (5.9% of the population); however, the proportion of the school that is drawn from cultures and backgrounds other than “White-British” is small compared to the national average (5.9% Longsands 25.6% national);
- a school where the first language of 1.7% of students is believed not to be English (national average 14.4%);
- a school where the current gender balance of its students is broadly even;
- a school where 17.2% of the student population are known to be eligible for free school meals (national average is 28.5%);
- a school with a broadly average proportion of students supported by school action plus or with a statement of educational need (SEN) – 8.8%(national 7.3%);
- a school where the progress and attainment of its students are above the national average;
- a school where attendance by students is above the national average and unauthorised absence is lower.
- a school where mid-term admissions and departures are relatively low.

Note: statistics taken from Ofsted’s *RAISEonline Unvalidated Report (2014)*.

### **Ernulf Academy is:**

- a fully comprehensive school serving a large geographical area; approximately 90% of the students live within St Neots; the remaining 10% come from a number of villages in the St Neots area;
- an average size secondary school with over 700 students, slightly below the average number nationally;
- a school with representation from a variety of ethnic backgrounds (9.2% of the population); however, the proportion of the school that is drawn from cultures and backgrounds other than “White-British” is small compared to the national average (10.4% Ernulf 25.6% national);
- a school where the first language of 5.8% of students is believed not to be English (national average 14.4%);
- a school where 45.7 % of students are girls, compared to 49.6% nationally.
- a school where 28.2% of the student population are known to be eligible for free school meals which is close to the national average figure of 28.5%;
- a school with a much higher than average proportion of students supported at school action plus or with statements of educational need (SEN) –15% (national 7.3 %);
- a school where progress in English is in line with national whilst progress in maths and attainment are below the national average;
- a school where attendance by students is below the national average and persistent absence is higher – though the 3 year trend is positive in both areas.

Note: statistics taken from Ofsted’s *RAISEonline Unvalidated Report* (2014).

## APPENDIX 2

### RACIST INCIDENT REPORT FORM

School/Establishment .....

Date & time of Incident .....

Victim's name .....	
Year Group/Age	<input type="checkbox"/>
Outside Person(s) inc Parents/Carers	<input type="checkbox"/>
Teaching Staff	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>
Unknown	<input type="checkbox"/>

Perpetrator's name .....	
Year Group/Age	<input type="checkbox"/>
Outside Person(s) inc Parents/Carers	<input type="checkbox"/>
Teaching Staff	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>
Unknown	<input type="checkbox"/>

Nature of Incident (*tick any that apply*):

Racist comments and language	<input type="checkbox"/>	Ridicule/ostracism	<input type="checkbox"/>	Provocative behaviour	<input type="checkbox"/>
Verbal abuse and threats	<input type="checkbox"/>	Racist graffiti	<input type="checkbox"/>	Possession/distribution of racist material	<input type="checkbox"/>
Physical assault	<input type="checkbox"/>	Written abuse	<input type="checkbox"/>	Other	<input type="checkbox"/>
		Damage to property	<input type="checkbox"/>		

Details of Incident: .....

.....  
 .....

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To be completed by designated member of staff

Action taken .....

.....

*(continue on separate sheet if necessary)*

Have parent(s)/carer(s) of victim been informed?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
Have parent(s)/carer(s) of perpetrator been informed?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

Perpetrator's ethnic origin (including Traveller or Refugee) .....

Victim's ethnic origin (including Traveller or Refugee) .....

Outcome recorded in victim's/perpetrator's files (*please circle*)

Record completed by: .....

Signature of designated Member of SLT: .....

Date: .....

## Race Equality Action Plan

### Aim

The aim of this Action Plan is to identify actions required to implement our Equality Policy and to meet the statutory duties of both Academies under the Race Relations Act (Amendment) 2000.

### Background

Under the Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, the Academies have a general duty to have regard to the need to:

- eliminate unlawful race discrimination
- promote equality of opportunity
- promote good relations between people from different ethnic groups

The Senior Leader with responsibility for equality and diversity in each Academy has explicit responsibility for monitoring performance (by cohort and sub-group) and making appropriate recommendations or instigating necessary action in all areas of this policy.

<b>Action</b> <i>what we intend to do and how we will do it</i>	<b>Success Criteria</b> <i>how the experience or outcomes of students/staff will be different/improved</i>	<b>Notes</b> <i>e.g. use of gained time; resources</i>	<b>Target Completion Date</b>
<b>Assessment</b> <ul style="list-style-type: none"> <li>• with particular attention to ethnic (and other) groups identified nationally as underperforming, ensure all staff are tracking students' progress and are using a range of strategies to tackle underachievement.</li> </ul>	<ul style="list-style-type: none"> <li>• students are aware of their progress and what they need to do to improve;</li> <li>• students who are underachieving are supported to improve through appropriate intervention strategies;</li> <li>• the student support team is aware of those students who are underachieving and coordinates intervention when appropriate;</li> <li>• students feel challenged and supported to achieve their best.</li> </ul>	FFT KS4 Self-Evaluation booklet and data in SISRA is used to track the performance of all students with particular emphasis on groups of students who under-perform against national and on the closing the gap agenda. Interventions put in place for students who are underachieving against prior data.	Ongoing

<p><b>Learning and teaching</b></p> <ul style="list-style-type: none"> <li>ensure staff meet the needs of students from diverse backgrounds including those with EAL.</li> </ul>	<ul style="list-style-type: none"> <li>students from diverse backgrounds engage with learning as evidenced by their attitude to learning scores on termly assessments;</li> <li>students with EAL make appropriate progress as evidenced by their CVA (Contextual Value Added) score at the end of KS4.</li> </ul>		<p>Ongoing monitoring with one CVA analysis annually.</p>
<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>continue to monitor students' progress and outcomes, eg KS3 teacher assessments; GCSE and A Level grades in the context of ethnicity.</li> </ul>	<ul style="list-style-type: none"> <li>variations in students' performance are addressed constructively with departments/teams as appropriate;</li> <li>students from different ethnic backgrounds perform in line with Fischer Family Trust estimates and the overall Academy results;</li> <li>any identified anomalies are reduced or eliminated.</li> </ul>		<p>On-going within the annual cycle of Academy self-evaluation – main analysis coincidental with the publication of RAISEonline.</p>
<p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>ensure the curriculum addresses issues of racial equality and celebrates diversity;</li> <li>ensure the curriculum challenges stereotypes;</li> <li>ensure access to all curriculum pathways.</li> </ul>	<ul style="list-style-type: none"> <li>students have opportunities to learn about and celebrate different cultures and faiths;</li> <li>students have opportunities to consider their own views on equality and to challenge stereotypes;</li> <li>students receive appropriate Information, Advice and Guidance and choose an appropriate curriculum pathway based on available data, professional opinion and their interests and aspirations.</li> </ul>	<p>Map curriculum experiences to ensure issues are addressed and stereotypes challenged;</p> <p>Year 9 options choices and Year 11 destinations information to be monitored and evaluated.</p>	<p>Ongoing.</p> <p>Report produced May following completion of options processes.</p>

<p><b>Trips and extra-curricular activities</b></p> <ul style="list-style-type: none"> <li>continue to monitor students' involvement in trips, visits and extra curricular activity by ethnicity (begin to monitor at Ernulf).</li> </ul>	<ul style="list-style-type: none"> <li>involvement is broadly proportionate to the student population relevant to the activity.</li> </ul>	<p>At least annually. Trips &amp; visits report will be produced from information in SIMS and EVOLVE.</p>	<p>Ongoing within the annual cycle</p>
<p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>seek to ensure balance in the proportions of applicants from ethnic backgrounds appointed to posts.</li> </ul>	<ul style="list-style-type: none"> <li>mix of applicants recruited demonstrates unbiased process (subject to applications).</li> </ul>		<p>On-going within the annual cycle of Academy self-evaluation.</p>

## APPENDIX 3

### Disability Equality Action Plan

#### **Aim**

The aim of this Action Plan is to identify actions required to implement our Equality Policy and to meet the statutory duties of each Academy under The Equality Act 2010

#### **Background**

Under the Equality Act 2010, the Academies have a duty to have regard to the need to:

- remove or minimise disadvantages suffered by persons with a disability that are connected to their disability;
- take steps to meet the needs of persons with a disability that are different from the needs of persons without a disability;
- encourage persons who share a disability to participate in any aspect of school life in which participation by such persons is disproportionately low.

Both Academies recognises that it has a duty to make reasonable adjustments to avoid substantial disadvantage where a provision, criterion or practice puts disabled students at a substantial disadvantage.

#### **Definition of Disability**

The Act defines disability as when a person 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.' Long term is defined as lasting, or likely to last, for at least 12 months. HIV, multiple sclerosis and cancer are all considered to be disabilities.

The member of the Senior Leadership Team in each Academy with responsibility for equality and diversity has explicit responsibility for monitoring performance (by cohort and sub-group) and making appropriate recommendations or instigating necessary action in all areas of this policy.

<b>Action</b> <i>what we intend to do and how we will do it</i>	<b>Success Criteria</b> <i>how the experience or outcomes of people with disability will be different/improved</i>	<b>Notes</b> <i>e.g. use of gained time; resources</i>	<b>Target Completion Date</b>
<b>Accessibility</b> <ol style="list-style-type: none"> <li>1. ensure that the relocated SEN department is accessible for students with a physical disability (Ernulf);</li> <li>2. ensure that the new sports pavilion is accessible to disabled people as planned and provides discrete changing facilities (Longsands);</li> <li>3. to review accessibility on an annual basis and make any reasonable adjustments possible within budget constraints.</li> </ol>	<ol style="list-style-type: none"> <li>1. All students are able to access the new SEN area, regardless of ability or disability;</li> <li>2. People with a disability are able to use the new sports facility with similar ease to people without a disability;</li> <li>3. Easier access / mobility around both sites.</li> </ol>		<p>Target achieved.</p> <p>Target achieved.</p> <p>Annual with additional response to student needs if required.</p>
<b>Analysis, measurement and engagement</b> <ol style="list-style-type: none"> <li><u>1.</u> ensure students with a disability are identified in SIMS and SISRA</li> <li><del>4.</del> collect, analyse and publish information in regard to our progress in achieving the three aims of the Equality Act in relation to students with a disability;</li> <li><u>2.</u> <del>4-3.</del> where needs analysis indicates they are required, adopt specific and measurable objectives regarding progress on achieving the three aims of</li> </ol>	<ol style="list-style-type: none"> <li>1. the analysis shows where progress is being made and identifies areas that need to be targeted for improvement;</li> <li>2. fulfilment of objectives identified;</li> <li>3. all staff and students feel valued</li> </ol>	<p>Use of Academy newsletters, parentmail</p>	<p>March 2012 and then annually thereafter.</p> <p>Ongoing</p>

<p>equality legislation in relation to students with a disability;</p> <p>4. engage with staff, students, parents and the community regarding disability issues.</p>	<p>and have had an opportunity to contribute to debate on issues for students with a disability.</p>	<p>and SIMS data on disability to aid this.</p>	
<p><b>Attainment</b></p> <p>1. continue to monitor students' progress and outcomes, e.g. GCSE and A Level grades.</p>	<p>1. variations in students' performance are addressed constructively with departments/teams as appropriate;</p> <p>2. students with disabilities and SEN groups perform in line with FFT estimates and where appropriate the overall Academy results;</p> <p>3. any identified anomalies are reduced or eliminated.</p>	<p>For some time, examination outcomes have been analysed not only by cohort but also by subgroup. These analyses cover special educational needs, gender, ethnicity etc.</p>	<p>On-going within the annual cycle of Academy self-evaluation – main analysis coincidental with the publication of RAISEonline and FFT KS4 Self-Evaluation booklet.</p>
<p><b>Attendance</b></p> <p>1. monitor the attendance of students with a disability to ensure that it is in line with students with no disability where appropriate;</p> <p>2. take any action necessary to address differences in the attendance of students.</p>	<p>1. support will be provided if attendance is below that of students without a disability.</p>	<p>Attendance is monitored on a weekly basis in both Academies working in conjunction with the Education Welfare Officer. There is also an annual review so that more general patterns can be identified.</p>	<p>Ongoing with annual review.</p>
<p><b>Curriculum</b></p> <p>1. ensure the curriculum addresses issues of disability and celebrates diversity;</p> <p>2. ensure the curriculum challenges stereotypes;</p>	<p>1. students have opportunities to learn about and celebrate the achievements of people with disabilities;</p> <p>2. students have opportunities to consider their own views on equality and to challenge</p>		<p>Ongoing.</p>

<p>3. ensure access to all curriculum pathways;</p> <p>4. ensure any reasonable adjustments are made in order that students with a disability can access the same provision as students who do not have a disability.</p>	<p>stereotypes;</p> <p>3. students receive appropriate Information, Advice and Guidance and choose an appropriate curriculum pathway based on available data, professional opinion and their interests and aspirations.</p>	<p>Year 9 options choices and Year 11 destinations information to be monitored and evaluated.</p> <p>Invite students with a disability to participate in the annual review of the DES.</p>	<p>Review in May after completion of options process.</p>
<p><b>Harassment, victimisation or discrimination</b></p> <p>1. the student support teams will log any incidents of bullying that relate to a disability and report any such incidents to the nominated senior leader in each Academy.</p>	<p>1. all persons involved will recognise the equality implications of any incident and appreciate how the situation is dealt with in the light of this.</p>		<p>Ongoing.</p>

<p><b>Learning and teaching</b></p> <ol style="list-style-type: none"> <li>1. ensure the Register of Students with Additional Educational Needs identifies all students with a disability and that staff use this information to inform planning;</li> <li>2. ensure that all students with a disability have an individual learning plan which provides guidance for staff on appropriate strategies e.g. use of audio, enlarging print;</li> <li>3. focus on further differentiation of input and outcomes in individual lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. students' learning will be more personalised and this should impact on progress;</li> <li>2. students are positive about their learning experiences and feel they are making progress and their needs are being addressed.</li> </ol>	<p>SIMS forms to be checked on entry and KS3 team alerted to any students with a disability. Information to then be disseminated as appropriate.</p>	<p>Ongoing</p>
<p><b>Personal Emergency Evacuation Plan</b></p> <ol style="list-style-type: none"> <li>1. students with a disability will have a personal evacuation plan if appropriate as a result of an individual meeting with a member of staff (Longsands).</li> </ol>	<ol style="list-style-type: none"> <li>1. students are able to evacuate safely in the event of an emergency.</li> </ol>		<p>By October half term each year and on arrival for students admitted during the year.</p>
<p><b>Sanctions and exclusions</b></p> <ol style="list-style-type: none"> <li>1. monitor the number of exclusions and sanctions for students with a disability against students with no disability;</li> <li>2. take any action necessary to address the difference in numbers between students with a disability and those without.</li> </ol>	<ol style="list-style-type: none"> <li>1. each Academy will be monitoring that students with a disability are not being treated less favourably than students with a disability;</li> <li>2. students with a disability will receive support to help them improve their attitude and/or behaviour as appropriate.</li> </ol>	<p>Exclusions are monitored constantly by student support teams and the Academy Director. An annual review is undertaken.</p>	<p>Ongoing - termly monitoring with annual report.</p>

<p><b>Trips and extra-curricular activities</b></p> <ol style="list-style-type: none"> <li>1. continue to monitor students' involvement in trips, visits and extra-curricular activity (begin to monitor – (Ernulf));</li> <li>2. wherever possible, make reasonable adjustments to ensure that a student with a disability can participate in trips or extra-curricular activities as appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. involvement is broadly proportionate to the student population relevant to the activity;</li> <li>2. students with a disability will be able to access appropriate trips due to reasonable adjustments being made.</li> </ol>	<p>Trips and visits report to be produced using SIMS and EVOLVE as data sources          Trip spreadsheets to be modified to allow easier collection of this data (Ernulf);</p>	<p>Ongoing within the annual cycle.</p>
<p><b>Well-being</b></p> <ol style="list-style-type: none"> <li>1. as part of the Personal Emergency Evacuation Plan process, students with a disability will have the opportunity to have their views heard about participation, curriculum and any other aspects of school life (Longsands).</li> </ol>	<ol style="list-style-type: none"> <li>1. action will be taken to address any student's concerns.</li> </ol>		<p>By October half-term each year and on arrival for students admitted during the year.</p>



	<p><b>Communicate with current/known stakeholders.</b></p> <p>Collect information on:</p> <ol style="list-style-type: none"> <li>1. accessibility;</li> <li>2. PEEP (Personal Emergency Evacuation Plan);</li> <li>3. well-being of disabled persons.</li> </ol>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Again, it may be appropriate to consult with stakeholders in a fundamental way in the summer/autumn term 2011 in order to ascertain what new issues (if any) exist. Items in the original plan had been completed.</p>
	<p><b>Medium Term:</b> <b>Consult with other stakeholders</b></p> <p>Identify other disabled persons who meet (new) criteria.</p> <p><b>Action</b> ARR to send letter home to parents and analyse the information.</p> <p>Timeframe – By April 2007</p> <p>Success Criteria – A register of disabled stakeholders is in existence and their needs considered.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	
<b>Accessibility</b>	<p><b>Short Term:</b> <b>Accessibility – Action</b></p> <p>i.) ARR to collect information from staff and students (who have been identified as having a disability).</p> <p>ii.) Letter to be sent home to all parents and governors to inform them of the changes in disability and equality. Also to collect information, build a register of disabled stakeholders, assess their needs and make reasonable adjustments where possible.</p> <p>iii.) From this information an accessibility plan will be formulated. Where possible, <b>reasonable adjustments</b> to the infrastructure and learning environment will be made.</p> <p>iv) ARR to meet with staff (registered as being disabled) so that they can assist in identifying accessibility issues around the building.</p> <p>Timeframe – Initial action plan (Autumn 2006) Long-term strategic plan 2-3yr (Spring 2007) Timeframe – Spring 2007</p> <p>Success Criteria – Stakeholders are consulted &amp; accessibility action plan is drawn up.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>There have been substantial improvements to the infrastructure, which have taken fully into account the needs of disabled persons. Example: the lift in the English, mathematics and Geography building; single-storey PE/sports facility.</p> <p>Other reasonable adjustments have been made, e.g. the installation of ramps.</p> <p>For the new plan: reassessment of accessibility under current conditions.</p>
	<p><b>Medium Term:</b> <b>Accessibility – New Build</b></p> <p>Ensure that new building is suitable for disabled</p>		<p>Successfully completed.</p>

	<p>access. ARR also to look at reasonable adjustments that could be made to: car-parking and access to the main parts of the building.</p> <p>Success Criteria – New building design includes full disabled access.</p> <p><b>Accessibility Changes</b></p> <p><b>Building</b> - Academy makes reasonable adjustments of actions identified in the accessibility plan.</p> <p>Timeframe – By Summer 2007</p> <p>Success Criteria – Actions identified in the accessibility plan are completed.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	
	<p><b>Long Term: Accessibility</b></p> <p><i>Ensure that whole-school is accessible for disabled persons.</i></p> <p><b>Action</b> – <i>Ongoing discussions with architect in the design and provision of new buildings. In particular, looking at the buildings and hard play areas.</i></p> <p><i>Timeframe – Ongoing whilst Academy is undergoing re-build.</i></p> <p><i>Success Criteria – As each building is commissioned, full disabled access is realised.</i></p> <p><b>Academy to become fully inclusive school to include full wheelchair access.</b></p> <p>i. Academy is able to offer full disabled access</p> <p>ii. Academy polices and procedures ensure that all disabled are treated equally to include:</p> <ul style="list-style-type: none"> <li>▪ Recruitment</li> <li>▪ attendance</li> <li>▪ behaviour</li> <li>▪ teaching and learning</li> <li>▪ participation in extra-curricular</li> </ul> <p>ii. The Academy is able to support fully those students who wish to attend. Y/N</p> <p>Timeframe – All policies and procedures reviewed by Sept 2008.</p> <p><i>Buildings to be fully compliant. Date depends upon funding from BSF.</i></p> <p><i>Success Criteria – Academy is able to admit and meet the needs of all disabled students.</i></p>	<p>N</p> <p>N</p> <p>N</p> <p>Y</p> <p>Y</p> <p>N</p> <p>N</p>	<p>Given that current economic conditions (2010-2011 and beyond) mean that further substantial capital works may be substantially delayed, the new plan should focus on further reasonable adjustments that can be made within the now strictly limited capital funding received on an annual basis.</p> <p>Policies have been revised in the light of current legislation and thinking, e.g. in the extension of equality issues and the rewriting of policies to form part of a more coherent overall approach.</p> <p>BSF funding is no longer available - hence, the comments above about identification of reasonable adjustments that can be self-funded.</p>
PEEP	<p><b>Short Term: PEEP</b></p> <p>A personal emergency evacuation plan will be put</p>		

	<p>together for each person identified as having a disability.</p> <p><b>Action</b> – ARR to construct a questionnaire. TAs will then use the questionnaire to gather information from known students. ARR will also meet with members of staff (registered disabled) and in order meet specific needs.</p> <p><b>PEEP timeframe</b> Timeframe – Nov 2006.</p> <p>Success Criteria – Stakeholders are consulted. Each person identified has a PEEP.</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>The new plan should continue the obligation to consider personal evacuation plans as required by persons' individual needs.</p>
<b>Well Being</b>	<p><b>Short Term:</b> <b>Well-being</b></p> <p><b>Action</b> – As part of the gathering of information ARR will collect information from students regarding their everyday experiences. This to include how students spend their leisure time, whether they have access to trips and bullying issues and experiences. Information will also be collected on trips and visits; extra-curricular participation.</p> <p>Timeframe – Initial consultation (Nov 2006) Action plan (Dec 2006)</p> <p>Success Criteria – Each person is consulted about the issues above and information is monitored/acted upon.</p>	<p>Y</p> <p>Y</p>	<p>The Academy has undertaken various qualitative exercises including one-to-one conversations with students. There have also been quite detailed analyses of attendance on trips and visits etc. Some of these are not formally recorded but occur as part of the constant dialogue between student support staff, teachers and senior leadership.</p>
<b>Teaching &amp; Learning</b>	<p><b>Short Term:</b> <b>Teaching and learning experiences</b></p> <p><b>Action</b> - ARR to gather information from students regarding issues in the use of downtime and participation in extra-curricular activities.</p> <p>Timeframe – Initial survey to be undertaken in (Nov 2006 and action plan drawn in Dec 2006).</p> <p>Success Criteria – Information is gathered and action taken from findings. To include changes in current practice if required.</p>	<p>Y</p> <p>N</p> <p>N</p>	<p>In the end, broader reviews of downtime and participation in extracurricular activities have been undertaken. One concern that is indirectly relevant is that of school meal take-up: the Academy invested heavily in cashless catering in order to improve take-up by students entitled to free school meals and counter any feelings of being stigmatised. Initial analysis (2011) indicates that this move has been effective.</p>
	<p><b>Medium Term:</b> <b>Teaching &amp; Learning</b></p> <p>i) Ensure that the SEN register identifies students with disabilities and information is used to inform the planning of staff.</p> <p>ii) <i>The experiences of disabled students are monitored and reviewed in terms of:</i></p> <ul style="list-style-type: none"> <li>▪ <i>behaviour;</i></li> <li>▪ <i>homework;</i></li> <li>▪ <i>teacher feedback;</i></li> <li>▪ <i>examinations.</i></li> </ul>	<p>Y</p> <p>Y</p> <p>N</p> <p>N</p> <p>Y</p>	<p>Disabilities of all kinds are taken into account whenever students' experience and progress are analysed. Having said that, it may be that the new plan should contain a</p>



## APPENDIX 3A(2) – Historical Perspective (Ernulf Academy, formerly St Neots Community College)

### ***ERNULF ACADEMY***

#### **Disability Equality Action Plan**

Approved by the Curriculum Governors  
Reviewed by Curriculum Governors

Summer 2008  
Summer 2010

#### **Introduction**

The ethos of the Academy supports the development of self-respect and self-esteem in all students, staff and the community it serves. We place a high value on diversity and treat every user of the Academy as an individual. In this respect, we aim to meet the needs of all. We all want to live in communities where we can participate fully and equally, yet national indicators show that for people with a disability this hasn't yet happened. Therefore, the purpose of this scheme is to ensure that we identify as an organisation what we are doing well and where further improvements need to be made in order that all users of the site can participate fully in everything we have to offer.

#### **Our Approach to Disability Equality**

The Academy will use a social model of disability. Disability therefore will not be perceived as a medical problem and the Academy will aim to meet the needs of all members of our community with a disability rather than have the expectation that they will need to adapt. The Academy will also commit to removing any attitudinal, physical or organisational barriers that prevent users with a disability from being included and achieving.

For the purposes of this scheme, the Disability Discrimination Act covers people with:

- a physical impairment
- a visual impairment
- a hearing impairment
- a learning difficulty
- a specific learning difficulty (eg dyslexia)
- mental health issues; behavioural, emotional and social difficulties (BESD) if it has a medical basis (eg ADHD, ASD)
- people who are Deaf BSL users
- people with long term health conditions (diabetes, multiple sclerosis, people with HIV and cancer)

### **Responsibility for the Scheme**

The Governing Body are responsible for the Disability Equality Scheme. The scheme will be reviewed regularly in the same way as all other Academy policies. The Governing Body will also be responsible for ensuring that everyone on site, including external contractors, are working within the framework of the scheme.

### **Writing the Scheme**

Both staff and students with a disability were represented on the group which wrote the scheme. A student has been given responsibilities within the scheme in order to improve aspects of Academy life for other students with a disability. Funds are made available to cover meeting costs and to cover costs in the future. All action plans were written as a group with agreement around the table as to what should be included.

### **Involving People with a Disability**

- Invite other members of the Academy community with a disability to review the plan (DR – via the newsletter termly from Summer 2010 – ensure the newsletter is accessible).

*Questionnaires sent out from Sep 2008 initially were anonymous and we did not identify anyone to invite to take part in reviewing the plan and no-one came forward from information in the newsletter. Further questionnaires provided only two responses from parents who wished to attend an evening meeting.*

- Ensure funding continues to be in place to support staff who may wish to have an input to the review process (SP – from April 2010).

*Again, few responses in terms of a disability but staff will be invited to contribute to the review in the Summer Term and this will be supported.*

- Share the scheme with Student Council

*Student council should be a representative group of students, including those with a disability. This will need to be rechecked in September 2010. Scheme to be shared with Student Council in the summer term.*

### **Current Data**

We currently have data available to us on members of staff from application forms and from the recruitment process. We have surveyed parents/carers, staff, governors and our community to assess satisfaction levels in relation to use of the site by all users. We also asked these same groups to comment on the accessibility of information provided to users with a disability. SIMS forms request information with regard to students and parents which is then entered onto the computer system.

## Gathering Data and Action Planning

- Performance management process to include reflection on any implications of the disability equality scheme which may impact on staff roles in the Academy (AB – July 2010).

*To be carried out at the beginning of the new cycle of performance management in September 2010*

- Relevant information for all staff on how to communicate with people with a disability

*To be actioned in the next academic year*

- Annual meeting for students and parents who have a disability to highlight issues to the Academy

*Meeting has not taken place so far due to lack of interest from parents but we will invite them into Academy again in September 2010.*

- Annual request for information and a satisfaction survey regarding disability from all adults involved with the Academy (CG – first full governors meeting of each year and survey distributed amongst other groups, CG/JF to review survey July 2010).

*Third annual questionnaire to be issued in September 2010. The first two gleaned little information and of those who completed it, the majority chose to remain anonymous. Any details given to be entered onto SIMS*

- Student Progress Team to keep a log of any incidents of bullying which relate to a disability. Student representative (Danny Polat – year 8) to follow up all incidents of this nature (RP – continue database of incidents and action taken by both the team and Danny – May 2010).

*Student progress team were requested to keep a log but no incidents relating to disability have been recorded. Staff email to be resent to ensure awareness of reporting incidents relating to disability after Easter holiday*

- When choosing options – further consultation to take place with students who have a disability to ensure that their curriculum is relevant and appropriate (JF – March 2010 and ongoing).

*All students received personalised information to ensure that they had access to courses where they could succeed, mainly through the annual review process*

- Registers to be kept for extra-curricular activities in order that students with a disability can be recorded. This will now be carried out centrally by Admin.

*Begin in September 2010. Teachers to hand registers to Admin at the end of each term for them to identify students and collate information*

- Student and parent views of the Academy to be collected during IEP and statement meetings. Any students who do not fall into this category to be identified and interviewed separately. Views to be discussed at DES review meetings (JF to continue to co-ordinate – Summer 2010).

*To continue*

- Parents asked on entry to the Academy if they require information to be provided in a different format or if their child needs materials to be adapted in any way (CG – April 2010).

*Included on the SIMS entry form for all students, Admin to create a list of students so all parents receive information that is accessible*

- Information on exclusions and detentions to continue to be collated by admin (KJ - ongoing).

*Carried out so far. No correlation between disability and exclusion is apparent at this stage. More detailed information was recorded from April 2008 to allow us further analysis in this area (KJ) Internal exclusions were also monitored from September 2008.*

## Information and Confidentiality

### Sharing Information Action Plan

- Inform parents of how information regarding themselves and their child will be stored and who will be given access to this (CG - ongoing).  
*Included on the SIMS form where information is recorded and on the letter requesting any new disability information*
- When collecting information regarding disability, inform of the right to not disclose the details but to inform of the possible consequences of this course of action (CG – ongoing).  
*Included on the SIMS form and letter requesting new information*
- Inform all other adults of how information regarding themselves will be stored and who will have access to this detail (ongoing).  
*Included in staff policies / letters to community users*

### Using Data

We hold the same data for our students who have a disability as those who do not fall into this category. However, specific analysis of this data is only carried out for students with a disability who are also identified as having special educational needs.

### Action Plan

- Monitor attainment of students with a disability to ensure that this is in line with students with no disability (where appropriate)  
*JJ to create an attainment report for those students who have a known disability*
- Take appropriate action if necessary to address differences in the achievement of students (JF – ongoing).  
*We initially had difficulties identifying students but now SIMS will allow us to do this*

### Attendance

We hold attendance data electronically on all students, however specific analysis of this data in relation to students with a disability is not currently taking place.

### Action Plan

- Monitor attendance of students with a disability to ensure that this is in line with students with no disability (where appropriate)  
*Originally we were not able to create reports to monitor this but it is now up and running*
- Take appropriate action if necessary to address differences in the attendance of students (CG – Ongoing)  
*See above – where individual attendance cases have been dealt with, any external factors are considered by CG working with Zena Cooper in admin and our EWO and Attendance Worker, Daniel Grimes*
- Put support in place for specific students involving external agencies when required and monitor (CG - Ongoing).  
*See above. EWO to help us to identify those students with attendance issues which may or may not be linked to a disability that the student has.*

## **Participation**

We do not currently hold any data on participation of students and their parents/carers.

### **Participation Action Plan**

- Data to be collected on participation (see above) eg trips, clubs

*Not currently actioned – to be put in place for September 2010*

- Parents meeting to be held (see above).

*September 2010 if there is sufficient interest in the new academic year*

- Speak to students who have organised transport to ensure that there is transport provided if the student wishes to participate in other activities (Danny Polat – Summer Term 2010).

*We are not aware of any issues, however, once registers are accurate for extra-curricular activities, something may become apparent for us to act upon*

- Ensure extra events offer opportunities for students with a disability.

*Ensure all reasonable adjustments are made to enable all students to take part in trips and extra-curricular activities.*

- Ensure the curriculum is as accessible as possible for students with a disability eg PE, and that information about opportunities is shared amongst staff.

*Mike Bond and PE team to liaise*

## **Exclusions and Sanctions**

We collect data regarding exclusions and sanctions in relation to all students. There was no specific data relating to those who have a disability initially.

### **Exclusions and Sanctions Action Plan**

- Record details on a database regarding exclusions / sanctions and monitor (KJ – Ongoing).

*Has been occurring since April 2008*

- Take action if required to address the differences in numbers between students with a disability and those without.

*Nothing apparent as yet.*

- Appoint a mentor with a disability to help and support other students (Danny Polat – Summer 2010).

*Joe Lamb, an ex-student was providing support to other students but these were not those presenting with a disability as there had been no identified need for this to occur. Joe has now left the Academy and therefore Danny Polat will take over this role and offer support where appropriate.*

## **Positive Action – Disabled Staff**

We now hold information on staff who have a disability. We have had this facility since September 2007

### **Disability Equality Impact Process**

During the review of each Academy policy during the annual update period we will amend or add any further detail or information which is likely to be beneficial to all members of our Academy community who have a disability.

### **Monitoring and Reviewing the Disability Equality Scheme**

- Develop a termly group meeting to review progress towards the targets (CG – Ongoing).

*Meeting to review the revised plan to be held in June 2010*

- Ensure that the scheme is reviewed by Student Council and the Governing Body annually who will have representatives with a disability (CG – Ongoing).

*Governors – Spring 2010, Student Council – Summer 2010*

- Invite other members of our Academy community to be involved in the review of the scheme (CG – Ongoing).

*Staff were invited to participate in the June 2008 review and then ongoing*

- Write and publish an annual report on progress made. Ask for comments from all members of the Academy community (CG – Ongoing).

*Progress report completed June 2008. Further updates during 2008/9 were provided*

- Ensure key targets are in the CIP (CG – Ongoing).

*Not actioned at this stage – extra-curricular accessibility was included in CIP for 2008/9*

## **APPENDIX 4: GENDER EQUALITY PLAN**

### **Duties**

This plan sets out how both Academies will work to address the General Duty to promote gender equality. It addresses specific duties under the Equality Act 2010. In brief, these are to:

- consider how the policies and practices of both Academies affect gender equality in the workplace and in the delivery of services;
- consider the need to have objectives to address the causes of any gender pay gap;
- gather information on the effect of its policies and practices on male and female employees and those affected by its services and performance of functions;
- ensure implementation of objectives derived from consultation with employees, service users and others (including trade unions).

### **Gender Monitoring**

Many of the existing self-evaluation processes incorporate a gender related dimension. For example, each year departments analyse GCSE and other examination outcomes by gender (as well as ethnicity and any other relevant factors). Employment practices are subject to guidance and review by the Partnership's personnel providers (EPM).

The information thus gathered is incorporated into Partnership, Academy and departmental/team action planning, which operates on an annual cycle (April-March).

In addition, each member of staff participates in the review and development process, which generates individual objectives and identifies associated training needs.

### **Annual Reporting**

Gender-related issues are incorporated into the regular updating and review of each Academy's Self-Evaluation Form, which is available to and influenced by the Governing Body. A summary of action taken will be incorporated into existing documentation, e.g. the annual review of the Improvement Plan for each Academy. If necessary, an additional section will be added to the summer term Principal's Report to the Governing Body.

## Gender Equality Action Plan 2011 - 2014

### Aim

The aim of this Action Plan is to identify actions required to implement our Equality Policy and to meet the statutory duties of both Academies under The Equality Act 2010 to:

- eliminate unlawful sex discrimination and harassment;
- promote equality of opportunity between females and males.

This general duty also applies to people who intend to undergo, are undergoing or have undergone gender reassignment.

<b>Action</b> <i>what we intend to do and how we will do it</i>	<b>Success Criteria</b> <i>how the experience or outcomes of students/staff will be different/improved</i>	<b>Notes</b> <i>e.g. use of gained time; resources</i>	<b>Target Completion Date</b>
<b>Attainment</b> 1. continue to monitor students' progress and outcomes, eg KS3 NC levels; GCSE and A Level grades.	1. variations in students' performance are addressed constructively with departments/ teams as appropriate; 2. boys and girls perform significantly above average in value-added terms and increasingly to the same extent; 3. any identified anomalies are reduced or eliminated.	The Senior Leader with responsibility for equality and diversity has explicit responsibility for monitoring performance (by cohort and sub-group) and making appropriate recommendations or instigating necessary action.	On-going within the annual cycle of Academy self-evaluation.
<b>Bullying</b> 1. address issues related to gender and attitudes in assemblies, ECM and curriculum where appropriate;  2. monitor the number and type of bullying incidents associated with gender issues.	1. students will have a greater understanding of gender issues and demonstrate regard for equality;  2. the number of incidents will be low and will be dealt with appropriately by the Student Support Team with staff and students involved feeling supported and having confidence in the outcomes.		Ongoing with annual review.

<p><b>Promotion and Training</b></p> <ol style="list-style-type: none"> <li>1. seek to maintain balance in the proportions of male and female staff who undertake CPD activities;</li> <li>2. seek to maintain balance in the proportion of female and male staff who are promoted.</li> </ol>	<ol style="list-style-type: none"> <li>1. all staff with have equal opportunity to participate in training and those who are currently not participating will be encouraged to take part;</li> <li>2. staff will feel that promotion is a fair process which reflects equal opportunity.</li> </ol>		Ongoing with annual review.
<p><b>Recruitment</b></p> <ol style="list-style-type: none"> <li>1. seek to maintain balance in the proportions of male and female applicants appointed to posts, eg within the TA team.</li> </ol>	<ol style="list-style-type: none"> <li>1. shortlists are broadly proportionate to the gender balance of applications;</li> <li>2. appointees are similarly proportionate to the shortlists;</li> <li>3. improved balance where this is currently not in place, eg TA team.</li> </ol>	There are very few male applicants for TA team posts, cover supervisor posts, administration posts and finance posts.	Ongoing.
<p><b>Trips and visits</b></p> <ol style="list-style-type: none"> <li>1. monitor students' involvement in trips, visits and extra-curricular activity by gender (begin to monitor at Ernulf).</li> </ol>	<ol style="list-style-type: none"> <li>1. involvement is broadly proportionate to the student population relevant to the activity.</li> </ol>	Staff to be made aware of percentage attendance of trips and issue of ensuring range of trips to appeal to both genders.	Ongoing Annually

## APPENDIX 4A – Historical Perspective (Longsands)

### 20011 – 2014 Gender Action Plan – Updated November 2014

<b>Action</b> <i>what we intend to do and how we will do it</i>	<b>Success Criteria</b> <i>how the experience or outcomes of students/staff will be different/improved</i>	<b>Notes</b> <i>e.g. use of gained time; resources</i>	<b>Target Completion Date</b>	<b>Updates including final review</b>
<ul style="list-style-type: none"> <li>continue to monitor students' involvement in trips, visits and extra-curricular activity by gender.</li> </ul>	<ul style="list-style-type: none"> <li>involvement is broadly proportionate to the student population relevant to the activity.</li> </ul>	<p>Will build on initial experience of undertaking monitoring.</p>	<p>Ongoing annually</p>	<p>The analysis of trips and visits shows that on curriculum trips there are only small differences between the percentage of boys and girls who are eligible for any particular trip who actually attend e.g. Ely Year 7 95% boys and 97% girls attended</p> <p>Additional trips have been organised to ensure that girls have opportunities to attend sports events as previously boys were offered more opportunities. A very successful netball residential weekend for KS3 students is now an annual event.</p> <p>Clearly the nature of some trips may be more appealing to one gender than the other and so staff need to be aware of this so that the range of trips offered during the year provides opportunities for all students.</p>
<ul style="list-style-type: none"> <li>continue to monitor students' progress and</li> </ul>	<ul style="list-style-type: none"> <li>variations in students' performance are</li> </ul>	<p>The Deputy Principal with responsibility for equality and</p>	<p>On-going within the annual cycle of</p>	<p>The Academy has monitored KS3 and GCSE results from a gender</p>

<p>outcomes, eg KS3 national test scores; GCSE and A Level grades.</p>	<p>addressed constructively with departments/teams as appropriate;</p> <ul style="list-style-type: none"> <li>• boys and girls perform significantly above average in value-added terms and increasingly to the same extent;</li> <li>• any identified anomalies are reduced or eliminated.</li> </ul>	<p>diversity has explicit responsibility for monitoring performance (by cohort and sub-group) and making appropriate recommendations or instigating necessary action.</p>	<p>Academy self-evaluation.</p>	<p>perspective and in 2014 for example the difference between girls' and boys' achievement at 5A* - C was 15% and 14% for 5A* - C including English and maths with girls achieving the higher percentage. This is slightly higher than the national gap of 11% and the Academy will be targeting interventions to close this gap in 2015.</p>
<ul style="list-style-type: none"> <li>• seek to maintain balance in the proportions of male and female applicants appointed to posts, eg within the TA team.</li> </ul>	<ul style="list-style-type: none"> <li>• shortlists are broadly proportionate to the gender balance of applications;</li> <li>• appointees are similarly proportionate to the shortlists;</li> <li>• improved balance where this is currently not in place, eg TA team.</li> </ul>	<p>There are very few male applicants for TA team posts.</p>	<p>Ongoing</p>	<p>The Academy is mindful of the gender balance of the staff whilst also aware of the need to appoint the best applicant for the post. In the past 18 months 2 male cover supervisors have been appointed and 2 male Teaching Assistants.</p>

## **APPENDIX 5 : ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

This policy is a statement of our Partnership's aims and strategies to ensure that EAL pupils fulfil their potential.

### **Introduction/Mission statement**

All pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes recognising and valuing their home language and background. We are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make. We take a whole school approach including ethos, curriculum, education against racism and promoting language awareness.

### **Aims of Policy**

This policy aims to support planning, organisation, teaching and assessment procedures and use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL).

### **Context of Academy : Longsands**

The following paragraphs are accurate as of May 2011. The situation changes annually, at least.

In our Academy, there are 32 students who are learning English as an additional language. Students come from a variety of backgrounds. At present, more than 15 languages are spoken by students. There are a number of Chinese speakers but some students may be the only speaker of their language in the Academy. These students have attended school, are literate in their own language and have at least basic knowledge of English, although they may be new to the culture of this country.

We are aware that this situation could change and we could, in the future, receive students who have had no previous formal education or experienced trauma which will impact on their learning.

Information is gathered about each student's:

- linguistic background and competence in other language/s;
- previous educational experience;
- family and biographical background.

A member of staff is nominated to have responsibility for EAL. Currently, this is the Academy SENCO. She is supported in this aspect of her work by the Deputy Principal with responsibility for equality issues.

### **Context of Academy: Ernulf**

The following information is accurate as of July 2011. The situation will change for us on at least a termly basis due to places being available at the Academy and therefore we take the majority of students from families moving to St Neots during the year.

In our Academy there are 45 students who are learning English as an additional language, they speak 11 other languages between them. Students are from a variety of backgrounds though almost two thirds of this group are of Chinese origin. We admit students with some regularity who have very limited English language skills, again, mainly from Macau but also from Eastern Europe. As we have space to admit students who move to the area we are required to be hugely flexible in ensuring that the educational needs of students with EAL are met.

A Higher Level TA is currently nominated to have responsibility for students with EAL. She is supported in this work by the SENCO.

### **Key Principles of additional language acquisition**

- A clear distinction should be made between EAL and Special Educational Needs.
- EAL pupils are entitled to the full National Curriculum programmes of study and teachers have a responsibility for developing students' competence in English as well as other subject content.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit.
- Language is part of our identity and the home languages of students and staff should be recognised and valued; use of the home language in the school environment should be accepted and welcomed unless used to emphasise division.
- Although many pupils acquire the ability to communicate on a day to day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed, and can require continuing support for up to ten years.
- Language develops best when used in purposeful contexts across the curriculum.
- The language demands of learning tasks need to be identified and included in planning.
- Teaching and support staff play a crucial role in modelling uses of language.
- Knowledge and skills developed in learning the first language aid the acquisition of additional languages.

### **Assessment**

- All EAL pupils are entitled to assessments as required.
- CREDS (Cambridgeshire Race, Equality and Diversity Service) may be requested to visit. They may assess and monitor, give support and guidance to staff and direct support to prioritised students.
- Teaching staff contribute to assessment of students' progress, needs and targets.
- Progress in the acquisition of English is assessed and monitored.
- Assessment methods are checked for cultural bias and action is taken to remove any that is identified.
- Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

## **Planning, Monitoring and Evaluation**

- Targets for EAL pupils are appropriate, challenging and reviewed on a regular basis.
- Planning for EAL pupils incorporates both curriculum and EAL specific objectives.
- Staff assess and record information about pupils' developing use of language.
- When planning the curriculum, staff take account of the linguistic, cultural and religious backgrounds of families.

## **Teaching Strategies**

Students with EAL benefit from good standard teaching practice to allow students to participate eg clear learning objectives. The following strategies are more specific to EAL:

- Key language features of each curriculum area, eg key vocabulary, uses of language, forms of text, are identified.
- Enhanced opportunities are provided for speaking and listening including both process and presentational talk.
- Additional verbal support is provided, eg repetition, modelling, peer support.
- Where possible, learning progression moves from the concrete to the abstract.
- Additional visual support is provided, eg posters, pictures, photographs, objects, demonstration, use of gesture.
- Scaffolding is provided for language and learning, eg talk frames as well as writing frames.

## **Materials**

Both Academies provide appropriate materials such as dictionaries and key word lists. Videos, maps and I.C.T also give crucial support.

## **Special Educational Needs and Gifted and Talented Pupils**

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to SEN provision in each Academy.
- If EAL pupils are identified as Gifted and Talented, they have equal access to provision.

## **Parental/Community Involvement**

Staff strive to encourage parental and community involvement by:

- providing a welcoming induction process for newly arrived pupils and their families/carers;
- using plain English and translators and interpreters, where appropriate and available, to ensure good spoken and written communications;
- identifying linguistic, cultural and religious background of pupils and establishing contact with wider community where possible;
- celebrating and acknowledging the achievements of EAL pupils in the wider community;

- celebrating diversity through displays;
- recognising and encouraging the use of first language;
- helping parents understand how they can support their children at home, especially by continuing the development of their first language.

## APPENDIX 6 : STAFF

### (EPM Model) The St Neots Learning Partnership Equality and Diversity Policy for School Staff

#### 1. Policy

- 1.1 The Governing Body of the St Neots Learning Partnership is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.
- 1.2 We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.
- 1.3 All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status. [Your discrete attention is drawn to our separate Bullying and Harassment policy.]
- 1.4 This policy has been agreed following consultation with the trade unions and staff representatives.
- 1.5 This policy does not form part of any employee's contract of employment and may be amended at any time.

#### 2. Who is covered by the policy?

- 2.1 This policy covers all individuals working at all levels and grades, including senior managers, employees, trainees, part-time and fixed-term employees, volunteers, casual workers, agency staff and governors (collectively referred to as staff in this policy).

#### 3. Who is responsible for this policy?

- 3.1 The Governing Body has ultimate responsibility for the effective implementation of this policy and the Senior Manager with responsibility for equalities issues has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. The Personnel Committee is responsible for monitoring the implementation of this policy and reporting on the progress made in achieving targets set. Day-to-day operational responsibility including regular review of this policy has been delegated to the Senior Leader responsible for equality issues in each Academy.

- 3.2 All managers must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Managers will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice. The Senior Leader with responsibility for equality issues has overall responsibility for equal opportunities training. All members of staff are personally responsible for ensuring that they adhere to the policy and promote our aims and objectives with regard to equal opportunities. In certain circumstances the Governing Body could be held to be vicariously liable for actions of their staff. Staff should be aware that they may be personally liable if they are found to have discriminated against another person whilst in School or on School-related business.
- 3.3 Staff who are involved in management or recruitment, or those with any questions about the content or application of this policy, should contact the Senior Leader with responsibility for equality issues to request training or further information.

#### **4. Scope and purpose of the policy**

- 4.1 This policy applies to all aspects of our relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.
- 4.2 We will take appropriate steps to accommodate the requirements of different religions, cultures, and domestic responsibilities.

#### **5. Forms of Discrimination**

- 5.1 Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.
- 5.2 Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics set out above. For example, rejecting an applicant on the grounds of their race because they would not "fit in" would be direct discrimination.
- 5.3 Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.
- 5.3 Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in our Anti-harassment and Bullying Policy.

5.4 Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

## **6. Staff training and promotion and conditions of service**

6.1 Staff training needs will be identified through regular staff appraisals. All staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit. Workforce composition and promotions will be regularly monitored to ensure equality of opportunity at all levels of the organisation. Where appropriate, steps will be taken to identify and remove unjustified barriers and to meet the special needs of disadvantaged or underrepresented groups.

6.2 Our conditions of service, benefits and facilities are reviewed regularly to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.

## **7. Discipline and Termination of Employment**

7.1 We will ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

7.2 We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

## **8. Disability Discrimination: Direct Advice to Staff**

8.1 If you are disabled or become disabled, we encourage you to tell us about your condition so that we can support you as appropriate.

8.2 If you experience difficulties at work because of your disability, you should speak to the Senior Leader with responsibility for equality issues to discuss any reasonable adjustments that would help overcome or minimise the difficulty. The Senior Leader may wish to consult with you and your medical adviser(s) about possible adjustments. We will consider the matter carefully and try to accommodate your needs within reason. If we consider a particular adjustment would not be reasonable we will explain our reasons and try to find an alternative solution where possible.

8.3 We will monitor the physical features of our premises to consider whether they place disabled workers, job applicants or service users at a substantial disadvantage compared to other staff. Where reasonable, we will take steps to improve access for disabled staff and service users.

## **9. Fixed-term employees, Casual and Agency Workers**

9.1 We monitor our use of fixed-term employees, casual and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. We will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

## **10. Part-time work**

10.1 We monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. We will ensure requests to alter working hours are dealt with appropriately.

## **11. Breaches of this Policy: Advice to Staff**

11.1 If you believe that you may have been discriminated against you are encouraged to raise the matter with your line manager or the Senior Leader with responsibility for equality issues, and subsequently, if necessary, through our Grievance Procedure. If you believe that you may have been subject to harassment or bullying you are encouraged to raise the matter with your line manager or the Senior Leader with responsibility for equality issues, and subsequently through our Harassment and Bullying Policy.

11.2 Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Procedure.

11.3 Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

## **12. Monitoring and review of the policy**

12.1 This policy is reviewed annually by the Finance and Personnel Committee.

12.2 We will continue to review the effectiveness of this policy to ensure it is achieving its objectives.

12.3 Staff are invited to comment on this policy and suggest ways in which it might be improved by contacting the Senior Leader with responsibility for equality issues.

## St Neots Learning Partnership Single Equality Scheme: Overview of Outcomes for Vulnerable Groups

Date	All Pupils	Boy	Girl	White British	Ethnic Minority Groups	No SEN and/or Disability	SEN and/or Disability	Not FSM	FSM	Not LAC	LAC	Not G&T	G&T		
<b>STUDENT OUTCOMES</b>															
<i>% of whole cohort</i>	100														
<i>Attainment Threshold Benchmarks 5A* - C including English &amp; Maths</i>															
<i>5 A* - C Level 2</i>															
<i>5 A* - G Level 1</i>															
<i>At least 1 A* - G</i>															
<i>1 A* - G MFL</i>															
<i>2 A* - C Science</i>															
<i>Progress benchmark % 3NC Levels of progress English</i>															
<i>% 3NC Levels of progress Maths</i>															

<b>% 3NC Levels of progress Science</b>															
<b>RAISEonline CVA of groups Sig-, below but not sig, above but not sig, sig+</b>															
<b>Attendance</b>															
<b>Fixed term exclusions</b>															
<b>Permanent exclusions</b>															
<b>Attendance of Clubs</b>															
<b>Subject to bullying (indicate type)</b>															
<b>Perpetrator of bullying (indicate type)</b>															
<b>Student voice representation</b>															
<b>OUTCOMES FOR OTHERS</b>															
<b>Parental attendance</b>															