



*“Growing together, reaching higher”*

# **EQUALITY STATEMENT**

**2018 - 2019**

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## 1. MISSION STATEMENT

As a learning community we aim to grow together in understanding and cooperation, respecting each other's needs, beliefs and background, working ever more closely to fulfil individual potential for the greater good. Together with families and the local community, Ark Boulton Academy is dedicated to helping our young people to develop a lifelong love of learning, a sense of personal and civic pride and the confidence to not just navigate the modern world, but to shape it.

The Ark Boulton curriculum will be enhanced by an underlying character nurturing curriculum which is built upon the following virtues:

<b>Virtue</b>	<b>Definition</b>
Courage	Acting with bravery in fearful situations.
Justice	Acting with fairness towards others by honouring rights and responsibilities.
Honesty	Being truthful and sincere.
Compassion	Exhibiting care and concern.
Self-Discipline	The ability to control one's feelings and overcome one's weaknesses.
Gratitude	Feeling and expressing thanks for benefits.
Humility	Estimating oneself within reasonable limits.
Service	A humble generosity of time, thought and spirit.
Commitment	A determined and gracious resolve in the face of challenges.
Charity	A giving heart, a generous way of viewing others and caring for their needs.

Not only will Ark Boulton students be articulate and confident individuals securing the best academic outcomes possible, they will develop strength of character for which they will be recognised in society by their actions as kind, caring, respectful, and generous young adults who will be role models for generations to follow.

## 2. THE ARK BOULTON CURRICULUM DESIGN

Our curriculum will equip our children with the knowledge and skills we believe they will need:

- To succeed in a future we don't yet know.
- To secure jobs yet to be invented.
- To harness knowledge yet to be discovered.
- To instil our virtues so they may create a sense of personal and civic pride and the confidence to not just navigate the modern world, but to shape it for the good of mankind.

## 3. OUR SCHOOL AND EQUALITY ACT 2010

The Equality Act 2010 outlines the three aims of the general duty to have due regard for equality, across all organisations:

- Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Specifically, due regard is to be given within organisational life in order to:

- Remove or minimise disadvantages.
- Take steps to meet different needs.
- Encourage participation when it is disproportionately low.

We have a strong commitment to fairness and equality in everything that we do:

- We endeavour to ensure that everyone is treated fairly and with respect.
- We work hard to make sure that the academy is a safe and secure environment for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age, any disability they may have, their ethnicity, colour or national origin, their gender, their gender identity or reassignment, their marital or civil partnership status, being pregnant or having recently had a baby, their religion or beliefs, their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to have due regard to the need to eliminate discrimination, to advance equality of opportunity and to foster good relations.

We also welcome our specific duties to publish information about our school population to explain how we have due regard for equality, and to publish equality objectives which show how we plan to tackle particular inequalities or disadvantages.

Meeting our duties to promote community cohesion, and the spiritual, moral, social and cultural development of pupils, also supports how we meet the needs of different groups of pupils and how we foster good relations.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- Pupils from certain ethnic and cultural backgrounds.
- Pupils who are supported by the pupil premium.
- Pupils who are disabled.
- Pupils who have special educational needs.

#### 4. THE PUBLIC SECTOR EQUALITY DUTY

The information provided in this section shows how we are meeting the public sector equality duty. We are required to have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The information below is a summary of how we have due regard to the need to eliminate discrimination, harassment and victimisation. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- Our school governors, and Ark trustees, have been briefed on their legal responsibilities under the Equality Act 2010, and have also been involved in supporting the school to meet its public sector equality duty.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school Behaviour Policy that outlines our expectations of both pupils and staff in their interactions with each other, including our approach to tackling bullying and prejudice.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment.
- We keep a record of all such incidents and notify those affected of what action we have taken.
- We provide training to all staff in relation to dealing with bullying and harassment incidents.
- We have a Special Educational Needs and Disabilities Policy that outlines the provision the school makes for pupils with special educational needs.
- Our Complaints Policy sets out the procedures through which we deal with any complaints.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We pay due regard within our recruitment practices, to safeguarding and protecting our pupils.
- We have procedures for addressing staff discipline, conduct and grievances.

## 5. CONSULTATION AND ENGAGEMENT

We aim to engage and consult with pupils, staff, parents and carers, and the local community, so we can develop our awareness of equality issues, learn about the impact of our policies, set equality objectives and improve what we do. Our main activities for consulting and engaging are:

- Consultation with pupils, e.g. school council, pupil survey, feedback via inclusion lead, curriculum overview.
- Consultation with staff, e.g. staff survey, feedback from staff (particularly with minority protected characteristics), feedback from inclusion lead.
- Consultation with parents and carers, e.g. parents' evenings, parent surveys and complaints handling.
- Consultation with local community, e.g. surveys, contact with community groups, contact with national advocacy groups and local publicity.

## 6. RELEVANT POLICIES

Student Policies	HR Policies	IT Policies
<ul style="list-style-type: none"> <li>• Sex Education.</li> <li>• Screening, searching, and confiscating.</li> <li>• SEND</li> <li>• Teaching and learning.</li> <li>• Promoting student welfare and child protection.</li> <li>• Medical requirements of students.</li> <li>• Offsite activities and educational visits.</li> <li>• Parent code of conduct.</li> <li>• Parental complaints.</li> <li>• Physical intervention.</li> <li>• Anti-bullying.</li> <li>• Behaviour for learning.</li> <li>• Disability equality.</li> <li>• Equal opportunities for students.</li> <li>• Gender equality.</li> <li>• Inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Equal opportunities and diversity.</li> <li>• Allegation against members of staff.</li> <li>• Recruitment selection.</li> <li>• Managing personal relationships at work.</li> <li>• Capability.</li> <li>• Grievance procedures.</li> <li>• Protection for harassment at work.</li> <li>• Staff discipline.</li> <li>• Staff performance management.</li> <li>• Staff professional development.</li> <li>• Whistleblowing policy.</li> <li>• Working beyond normal retirement age.</li> </ul>	<ul style="list-style-type: none"> <li>• E-safety.</li> <li>• Mobile phone and internet connection.</li> </ul>