



The Albion Academy
Equality Policy
2016/2017

The Albion Academy Statement of Principles

Our Academy is guided by the following principles:

1. All members of the school and wider community are of equal value
2. We recognise and respect diversity
3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging
4. We ensure that recruitment, retention and ongoing development of staff is undertaken in a fair and equitable manner to support our Academy vision and values
5. We aim to reduce and remove inequalities and barriers that already exist
6. We aim to foster greater community cohesion

These principles are valued by all members of the school community including students, staff, parents and carers, the Salford Academy Trust, local governing body, multi-agency staff who work with our students and visitors to the Academy.

These principles will be applied and reflected in:

- The delivery of the curriculum
- The teaching and learning within the Academy
- Our teaching styles and strategies
- Our policies and practice in relation to students
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, families and staff
- Our partnership working with parents and carers
- Our contact with the wider community

General Equality Duty

In October 2010, the new Equality Act introduced a Public Sector Equality Duty, which requires our Academy to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

Our Academy demonstrates due regard by:

- Taking into account and being aware of the Duty when making a decision or taking action and ensures that implications for those with protected characteristics are assessed appropriately
- Taking into account the Duty when developing policy and ensuring that policies are reviewed on a regular basis
- Ensuring that the Duty is taken into account for all levels of Academy functions and processes

Protected Characteristics

There are 9 Protected Characteristics under the Equality Act:

1. Age
2. Sex
3. Disability
4. Gender Reassignment
5. Marriage and Civil Partnership
6. Pregnancy and Maternity
7. Race
8. Religion or Belief
9. Sexual Orientation

The Equality Duty requires the Academy to consider how our activities affect the people who share these different protected characteristics and to publish information to show how we do this.

Roles and Responsibilities

The Local Governing Body is responsible for ensuring the Academy complies with legislation and that this policy and its related procedures and action plans are implemented and that arrangements are in place deal with any concerns that arise.

The Principal is responsible for the implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support for taking action in any case of unlawful discrimination, harassment or victimisation.

Our staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour.

Equality Information

In order to meet our Equality Duty, we are required to publish Equality Information about how our policies and practices affect those with Protected Characteristics. To this end we have conducted an Equality Analysis to assess and demonstrate our compliance with our Equality Duty. A copy of this analysis can be found **Appendix 1**. We will conduct this analysis on an annual basis.

Equality Objectives

As well as publishing Equality Information, we are required to establish at least one Equality Objective to address any areas of inequality, or possible inequality, identified as part of our analysis. We will publish Equality Objectives at least every four years.

The Albion Academy Equality Objectives are:

- 1: Narrow the gap between girls and boys in terms of progress and outcomes

- 2: Narrow the gap between all groups' performance and performance national
- 3: To increase understanding between religious groups

Our equality objectives are focussed in the main on addressing the gap in outcomes between members of differing groups and this is evidenced also, with regard to pupils with disabilities, in our Accessibility Plan. This document should be read in conjunction with our Academy Development Plan and is focused in the main on increasing the accessibility of the Academy for disabled pupils including site access and safety, curriculum access and the preferred formats of the provision of information.

The Community Context

The local community is an area of high socio-economic disadvantage (the 9th most deprived constituency – by MP – in the UK in 2013) and where there are low numbers of adults with qualifications above L2. The school's intake in Y7 shows a large academic deficit with a points score starting point of below 26, which is significantly below average and the number of adults not in full time work locally is higher than average.

There are significant sections of the local area that are made up of housing association or local authority accommodation, with the percentage of owner-occupation being lower than average. There is also a significant proportion of the local community that have migrated to the area, with the Polish and Portuguese communities being among the largest in the immediate vicinity.

Monitoring and Review

Albion Academy conducts regular assessments of pupils' learning and uses this information to track pupils' progress, as they move through the school. As part of this process, the Academy regularly monitors the performance of different groups, to ensure that all groups of pupils are making the best possible progress. The Academy uses this information to adjust future teaching and learning plans, as necessary.

Our monitoring activities enable us to identify any differences in pupil performance and provide specific support and intervention as required, including pastoral support.

This allows us to take appropriate action to meet the needs of specific groups in order to make necessary improvements.

Albion Academy is also committed to providing a working environment free from discrimination, bullying, harassment and victimisation. The Academy also aims to recruit staff who are representative of all sections of the community in order to respect and respond to the diverse needs of our population.

Albion Academy recognises the need for positive role models and distribution of responsibility among staff. This must include pupils' access to a balance of male and female staff at all key stages where possible.

We encourage the career development and aspirations of all school staff. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of pupils.

All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure equality good practice through the recruitment and selection

process. Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.

Appendix 1:

Equality Analysis¹

Secure and maintain excellent teaching, learning and assessment for all pupils

Steps Albion Academy has taken	Steps Albion Academy can take to improve
<ul style="list-style-type: none">Established a secure and robust QA system including observation, work scrutiny and pupil assessment analysisImplemented a robust and wide Staff appraisal and Performance Management system which triangulates teaching and learning dataEstablished a wide and comprehensive CPD offer that develops skills in context and tailors training to needImplemented a comprehensive pupil assessment system	<p>Extend the QA of teacher assessment so that at every half-termly assessment point the data entered is more reliable and valid allowing better tracking and intervention for every pupil throughout their time here.</p> <p>Develop a more context related teacher training programme that is part of the offer to all teaching staff in the academy</p>

'Narrow the gaps' in achievement between different groups and national standards

Steps Albion Academy has taken	Steps Albion Academy can take to improve
<ul style="list-style-type: none">Established a quality of underpinning provision for all groups by taking measures on T&L as described aboveImplemented a tracking system for spend and impact of Pupil Premium incomeImplemented and staffed a specialist EAL resource unitEvaluated impact of SEN provision including areas where progress is better than expected for transfer to other groups through Achievement for All.Established a Literacy programme that targets low reading ages for all students affected	<p>Evaluate the better progress being made in Y7&8* PP students for learning points to transfer to other year groups</p> <p>Develop a more robust parenting contract to outline expectations of support from home for the most vulnerable or the weakest academically.</p>

¹With reference to the Ofsted 'Inspecting Equalities' briefing

Ensure pupils are free from bullying in all its manifestations including all types of prejudice-based bullying

Steps Albion Academy has taken	Steps Albion Academy can take to improve
<ul style="list-style-type: none"> • Implemented new behaviour management systems • Ensured students are in lessons for more of the time and not with untrained teaching staff in withdrawal • Delivered programmes through assembly on respect and equalities • Logs and records all incidents and contacts parents when their child is affected 	<p>Extend the delivery of intervention and input through assemblies/form time</p> <p>Develop the SEAL offer through 2 trained counsellors on site to target issues related to bullying/harassment/prejudice</p>

Deal with unacceptable behaviour and disruptions to learning

Steps Albion Academy has taken	Steps Albion Academy can take to improve
<ul style="list-style-type: none"> • Implemented new behaviour management systems • Ensured students are in lessons for more of the time and not with untrained teaching staff in withdrawal • Delivered extensive CPD for all staff on the topic • Use of Governor committees • Established liaison with other agencies resulting in positive working partnerships for inclusion 	<p>Extend the impact of work with the most challenging students to eradicate the low level disruption further down the school that can lead to more serious challenge later as well as disrupt at the time</p> <p>Extend the improvements in social time conduct to reach all areas of the building</p> <p>Eradicate inadequate teaching</p>

Build cohesive school communities where all pupils can thrive

Steps Albion Academy has taken	Steps Albion Academy can take to improve
<ul style="list-style-type: none"> • Established expected conduct and learning routines • Established SMSC provision which is flexible and targeted for student groups and delivered through form time • Established common purpose for all – through APT and progress – to reduce differences between 	<p>Extend the strategies of the OLP into wider use</p> <p>Extend the effect of the community team into all areas of the academy</p> <p>Continue to review all provision through</p>

<p>students and highlight shared aims</p> <ul style="list-style-type: none"> • Delivered and implemented shared social times that allow students to mix • Established the Community Team that supports the academy by leading and modelling good conduct, tolerance and respect • Launched the OLP which values learning and progress above all 	<p>form time to ensure value on community, and the academy community is high.</p> <p>Demonstrate impact from all areas into a narrowing of the gap between PP and non PP students.</p>
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