

Equality and Diversity Policy 2021- 2025

The Governors' policy on Equality and Diversity reflects the Academy's legal obligation and duty to devise Equality Schemes for Disability, Race, Sexual Orientation and Gender.

The Academy

Bourton on the Water Primary Academy is an 4 – 11 Primary Academy in the village of Bourton on the Water. Census information indicates that the two wards in which almost all of the students live are very different in terms of economic deprivation, with one ward characterised as being in the most deprived quartile whilst the other is in the most affluent.

During the academic year 2021/22:

- 47% of the student population are female and 53% are male
- 77% of the Academy FTE teaching staff are female and 23% are male
- 1% of the student population (3) are physically disabled - hearing (2) Physical (1)
- 21 % of students in Years 1 - 6 have School Support
- 1% of students have an EHCP (3)
- 16% have a FSM entitlement
- 12% of the Academy population speak English as an additional language
- 3% of the Academy's staff come from minority ethnic groups

This policy is written in the context of:

- The National Curriculum 2000
- The Race Relations (Amendment) Act 2000
- Part 5A of The Disability Discrimination Act (DDA)2005
- The Children Act 2004
- Gender Equality Duty Code of Practice 2007
- Every Child Matters Green Paper 2003
- National Healthy Academics Programme 1999
- The Equality Act 2010
- Academics Admissions Code 2009

Aims and Values

'**Challenge, Amaze, Respect, Enjoy.**' - Our tag line '**We CARE**' underpins every aspect of Academy life and is key to ensuring high levels of motivation, enthusiasm and excitement in learning:-

Challenge we show determination to improve and succeed.

Amaze we celebrate the achievements of others and ourselves.

Respect we look after ourselves, each other and our community.

Enjoy we achieve our potential and gain skills for life.

We are an Academy that provides students with an awareness of the global dimension and a respect for other cultures. Bourton on the Water is an Academy that fosters integrity, fairness and respect.

We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximize their potential regardless of age, gender, race, colour, religion, disability or sexual orientation.

At Bourton on the Water Academy we aim to promote equality and diversity and tackle any form of discrimination. We seek

- to remove any barriers to access, participation, attainment and achievement.
- We will promote community cohesion at Academy, national and global levels and implement all necessary actions in relation to ethnicity, religion or belief, sexual orientation and socio-economic background.

To meet its duties in respect of Equality Schemes for Disability, Race, Sexual Orientation and Gender, the Academy will aim to:

- provide a secure environment in which all our students can flourish;
- if required eliminate unlawful gender, racial, sexual orientation discrimination and harassment;
- if required eliminate discrimination that is unlawful under the DDA;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- prepare students for participation in Britain's multi-ethnic, diverse society;
- help all students develop a sense of personal and cultural identity that is confident and open to change;
- acknowledge the existence of racism and take steps to prevent it;
- oppose all forms of racism, xenophobia, racial prejudice and racial harassment;
- oppose all forms of harassment based on sexual orientation;
- work with parents and the wider Academy community to promote equality of opportunity for all.

To achieve these aims we will:

- involve stakeholders in the development and review of policy relating to Equality and Diversity;
- publish and share our policy with the Academy and wider community
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning;
- have high expectations of behaviour which demonstrate respect to others.

Responsibilities

The Governing Body

The Governing Body is responsible for:

- the Academy's compliance with Equality and Diversity legislation
- the Academy's implementation of an admissions policy which is fair and equitable in its treatment of all groups to ensure students are admitted without regard to ability, disability, gender or ethnic group;
- being involved, as appropriate, in dealing with serious breaches of the policy
- reporting hate crime.

It is the headteacher's responsibility, in conjunction with the Senior Leadership Team, to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant Continuous Professional Development (CPD);
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported hate incidents of harassment or bullying in line with guidance;

The Headteacher will report annually to the Governing Body on the Academy's compliance with the Equality and Diversity Policy through the reports to the Staff and Pupils Committee.

All staff

It is the responsibility of all staff to:

- be vigilant in all areas of the Academy for any type of harassment and bullying;
- deal effectively with all incidents of victimisation caused by perceived differences;
- promote an inclusive curriculum and whole Academy ethos which reflects our diverse society and challenges bias and stereotyping;
- promote equality and good relations and not discriminate on grounds of age, gender, race, colour, religion, disability or sexual orientation
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Monitoring and Evaluation

- Data will be used to monitor the attainment and progress of students by gender, special educational need, free Academy meals (FSM) and ethnic group;
- The results of review and evaluation procedures will inform planning, target setting and Academy improvement objectives.
- The site issues relevant within the Accessibility Plan are reported to the Premises Committee.

Policy statements for Disability and Racial Equality plus Accessibility plans are attached.

The policy and plans will be reviewed every three years .

Disability Equality and Accessibility Plan 2021-25

Definition of disability

A disabled person (child or adult) is someone who has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

A physical or mental impairment includes

- sensory impairments;
- impairments relating to mental functioning, including learning disabilities;
- long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.

Substantial means more than minor or trivial.

Long-term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.

Normal day-to-day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Someone with an impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment (but not the impairment itself). In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment. Some people are automatically deemed to have a disability covered by the Act – those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

Presence: The SEND register will identify how many disabled students there are in the Academy and which impairment groups are represented.

Achievements: A detailed analysis of outcome data for disabled students will focus on:

- exams;
- accredited learning;
- end of key stage outcomes;
- broader outcomes such as attendance, class response, behaviour incidents and emotional well being.

Promoting equality of opportunity

The accessibility plan indicates many of the reasonable adjustments that will be made to secure equality of opportunity. In addition, staff will consider the reasonable adjustments required to involve all students in educational trips and visits. The Academy school development plan will consider action research projects to further include disabled students in the life of the Academy. At present the Academy

- provides two car parking spaces for Disabled parking
- Has access to the main building through double doors
- Has a disabled toilet and Hoist system
- Provides a ramp to raised classroom (Dot)
- Provides newsletters in large print format (for those who request)

Bourton on the Water Primary Academy Accessibility Plan – 2021-25

OBJECTIVE: Improve Curriculum Access

| TARGETS | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|--|---|--|------------|-------------|
| To develop a CPD unit on working memory / slow processing , social and emotional well being, dyslexia and strategies to support them | Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset | SEnco and Teachers feel confident to teach pupils with these conditions. School performance for SEN is maintained above NA | Continuous | |
| To ensure classrooms are optimally organised to promote the participation and independence of all pupils inc working walls, labels and scaffolds | Review classrooms through learning walks and feedback to staff 3 x a year | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT / Premises manager | Continuous | |
| To deploy Teaching Assistants effectively to support pupils' participation across the curriculum | Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs Ensure scaffolds are in place | Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by HT and SENDCo at data harvests | Continuous | |

OBJECTIVE: Improve the delivery of written information

| TARGET | STRATEGY | OUTCOME | TIME FRAME | ACHIEVEMENT |
|--|---|---|------------|-------------|
| Availability of material on the internet is improved for parents | Audit parents Employ website designers to include accessibility to materials | Improved website as rated by parents / visitors | On going | |
| Improved reporting and messaging to parents | Electronic reporting methods are improved | Well rated by parents | ongoing | |

Racial Equality

What sort of Academy are we?

The Academy currently draws its students from a mixed catchment area and has a genuinely comprehensive intake. We have an increasing percentage of students from ethnic minority groups

- 12% of pupils have English as a second language
- A minority are from backgrounds other than white/British

Aims and Values

Our commitment to promoting racial equality and cultural diversity is encapsulated in the vision for the Academy:

Challenge, Amaze, Respect, Enjoy. - 'We CARE' underpins every aspect of Academy life and are key to ensuring high levels of motivation, enthusiasm and excitement in learning:-

- Challenge** we show determination to improve and succeed.
- Amaze** we celebrate the achievements of others and ourselves.
- Respect** we look after ourselves, each other and our community.
- Enjoy** we achieve our potential and gain skills for life.

In addition we aim:

- To respect and value the differences between people
- To prepare students for participation in Britain's multi-ethnic, diverse society
- To make the Academy a place where everyone, taking account of race, colour, language, religion, ethnic or national origin, feels welcomed and valued and feels a sense of collective and community identity
- To help students develop a sense of personal and cultural identity
- To promote good relations between different racial, cultural and religious groups within the Academy and within the wider community
- To acknowledge the existence of racism and takes steps to prevent it
- To oppose all forms of racism, xenophobia, racial prejudice and racial harassment
- To be proactive in tackling and eliminating unlawful discrimination

Our commitment to racial equality and cultural diversity involves all members of the Academy community – students, staff, parents/carers, governors and visitors, and applies to all areas of Academy life.

These areas include:

- Staffing: recruitment, selection and professional development
- Curriculum
- Teaching and Learning

- Assessment, achievement and progress
- Behaviour, discipline and exclusion
- Personal development and Pastoral Care
- Admissions and attendance
- Partnerships with parents/carers and the community

Furthermore we are committed to:

- Actively tackling racial discrimination and promoting equal opportunities
- Promoting positive approaches to diversity
- Involving students, parents/carers, staff and governors in developing policies, procedures and practices which tackle racial discrimination and promote inclusion
- Monitoring teaching and curriculum development to ensure high expectations of all students
- Encouraging and supporting all students and staff to achieve their best

Linguistic diversity

We recognise and celebrate linguistic diversity in British society and, wherever possible, we offer bilingual support for students who are in the early stages of learning English.

Religious observance

We respect the religious beliefs and practice of all students, staff, parents/carers and comply with all reasonable requests relating to religious observance and practice.

| OBJECTIVE: Improve Understanding that UK is a multi cultural society | | | | |
|--|--|--------------------------------------|-------------------|--------------------|
| TARGET | STRATEGY | OUTCOME | TIME FRAME | ACHIEVEMENT |
| Availability of reading materials reflect Britain as a multicultural society | Reading books audit Replace reading books over 15 years old | Positive reading models for children | On going | |
| Promotion of British Values | Staff to continue the promotion of British values tackling racism and promoting acceptance | Well rated by Governor monitoring | ongoing | |

Gender Equality Statement

What sort of Academy are we?

The Academy currently draws its students from a mixed catchment area and has a genuinely comprehensive intake. About 47% of the cohort are female. Currently no pupils identify as transgender.

Aims and Values

Our commitment to promoting gender equality is encapsulated in the vision for the Academy:

Challenge, Amaze, Respect, Enjoy. - **'We CARE'** underpins every aspect of Academy life and are key to ensuring high levels of motivation, enthusiasm and excitement in learning:-

- Challenge** we show determination to improve and succeed.
- Amaze** we celebrate the achievements of others and ourselves.
- Respect** we look after ourselves, each other and our community.
- Enjoy** we achieve our potential and gain skills for life.

In addition we aim:

- To respect and value the differences between people
- To prepare students for participation in Britain's diverse society
- To make the Academy a place where everyone, taking account of gender, feels welcomed and valued and feels a sense of collective and community identity
- To help students develop a sense of personal identity
- To acknowledge the existence of gender bias
- To be proactive in tackling and eliminating unlawful discrimination

Our commitment to gender equality involves all members of the Academy community – students, staff, parents/carers, governors and visitors, and applies to all areas of Academy life.

These areas include:

- Staffing: recruitment, selection and professional development
- Curriculum
- Teaching and Learning
- Assessment, achievement and progress
- Behaviour, discipline and exclusion
- Personal development and Pastoral Care

- Admissions and attendance
- Partnerships with parents/carers and the community

Furthermore we are committed to:

- Actively tackling gender inequality
- Promoting positive approaches to diversity
- Involving students, parents/carers, staff and governors in developing policies, procedures and practices which tackle gender discrimination and promote inclusion
- Monitoring teaching and curriculum development to ensure high expectations of all students
- Encouraging and supporting all students and staff to achieve their best

Statement of Provision

- Information is collected on gender with regards to pupil performance and behaviour incidents. This information is used to improve the provision of services.
- Pupils of both sexes are encouraged to participate in Academy life. This is shown through representation in Academy events and the variety of clubs provided.
- Pupils of all gender orientation are given the same opportunities to participate in physical activity, both in and outside of Academy hours
- Bullying and harassment of pupils is monitored and this information is used to inform practice and support pupils
- Stereotypes in terms of gender are actively challenged in both the class-room environment and in the playground
- The Academy environment is as accessible and welcoming as possible to visitors of both sexes e.g. accessible to pushchairs, open evenings and other events which parents or carers attend are held in an accessible part of the Academy
- Parents of both sexes encouraged to participate in their child's education e.g. attending parents' evening, taking up parent/family learning courses, and assemblies

Employer duties

As an employer we ensure that we eliminate discrimination and harassment in our employment practice and actively promote gender equality within our workforce. To that end gender is not considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures.

The Governing Body acknowledge the EOC Code of Practice and fulfils its duty with regard to key employment issues, these include:

- Recruitment
- Managing flexible working
- Managing parental and carers leave
- Managing pregnancy and return from maternity leave
- Sexual and sexist harassment
- Stopping harassment of pupils and staff due to their own Sexual Orientation and Gender identification
- Grievance and disciplinary procedures
- Equal Pay
- Work based training opportunities

Equality Impact Assessment

Under the GED, there is a specific duty to ensure that current and future policies and practices do not discriminate against either sex, or maintain or lead to gender inequality. To meet the Duty it is essential that gender impact is considered for all published policy developments.

| OBJECTIVE: Tackle incidents of misogyny and sexual harassment | | | | |
|--|--|---|-------------------|--------------------|
| TARGET | STRATEGY | OUTCOME | TIME FRAME | ACHIEVEMENT |
| To tackle misogyny and sexist name calling and actions | Circle times Discuss issues as they arise Proactive PSHCE curriculum provision Ban the term 'Rape' as a description for winning | Fewer incidents of misogyny Pupils aware that the school will tackle this. Monitored by Governors | ongoing | |
| Promote positive female role models through the curriculum | Intent document development Behaviour management systems | Fewer incident from a 21/22 baseline of ? (collected thru 21/22) | ongoing | |

