Single Equality Scheme

We are pleased to share Burnside Academy's second combined Single Equality Scheme. This outlines our commitment to integrate equality and diversity into all that we do, and incorporates the statutory duties that we must meet as an academy, an employer and a service provider.

The Scheme details our vision to create an environment where all people who are part of our academy community feel comfortable and safe, and where the needs of that community are well understood and provided for.

We believe that this Scheme will help us to meet our legislative responsibilities in relation to equality and diversity and we will strive to make improvements where these are identified; these are set out in our three-year action plan at the end of the document.

We see this Scheme as one that belongs to the whole academy community, which is why we consult with a wide range of people, including staff, pupils, parents, governors and community groups to develop future action plans to ensure equality for all.

We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for all our children and young people.

Mrs L Kelly- Head Teacher
Mrs M Thomas - Chair of Governors

THE EQUALITY ACT 2010
The Equality Act 2010 consolidates existing law into a single legal framework. It updates, simplifies and strengthens the previous legislation and provides a modern, accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Equality Duty
As part of the Equality Act 2010, a new general public sector equality duty came into force in April 2011. This duty states that public bodies (which include academy's), must have due regard to the need to:
• Eliminate unlawful discrimination, harassment and victimisation
• Advance equality of opportunity between different groups
• Foster good relations between different groups
The equality duty replaces the race, disability and gender equality duties and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation

Who is protected under the Act
Academies have obligations under the Act as:
• Employers
• Bodies which carry out public functions, and
• Service providers

Therefore, Burnside Academy needs to make provision for the following groups of people:
• Employees
• Prospective pupils (in relation to admissions arrangements)
• Children at the academy (including those absent or temporarily excluded)
• Former pupils (if there is a continuing relationship based on them having been a pupil at the academy)
• Families and groups who might use the academy for community use

Protected characteristics
The Act makes it unlawful to discriminate against people on the basis of 'protected characteristics'. The relevant characteristics are:
• Gender
• Race
• Disability
• Age
• Religion/ Belief
• Sexual Orientation
• Gender Assignment
• Marriage and civil partnership
• Pregnancy and Maternity

Please Note- The category of age, which is covered as part of the equality duty, does not apply to education and service provision in academies

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability
- Failure to make reasonable adjustments (for disabled people)

The Equality Act 2010 also protects people from:
- Harassment, in relation to disability, race and sex, and
- Victimisation

A protected act is:
- Making a claim or complaint of discrimination under the Act
- Helping someone else make a claim by giving evidence or information
- Making an allegation that the academy or someone else has breached the Act
- Doing anything else in connection with the Act

Pupils must not be victimised because their parents, sibling or friend has carried out a protected act. Academy's must also not victimise parents who make complaints.

Positive action

The act contains provisions which enable academies to take 'positive action' i.e. provide additional benefits to pupils with protected characteristics, to address any disadvantage they may face. Positive action is not the same as positive discrimination, which would be providing preferential treatment for a particular disadvantaged pupil\group of pupils, which exceeds the positive action conditions. It is worth noting that it is never unlawful to treat disabled pupils (or applicants) more favourably than non-disabled pupils (or applicants). That is, an academy is permitted to positively discriminate in favour of disabled pupils (applicants) where appropriate to do so.

WHAT DOES THIS MEAN FOR BURNSIDE ACADEMY?
Academy Profile

Burnside Academy will hold relevant information on key areas to support action planning for equality.
Secure data is held on
- IDACI backgrounds of households we serve
- Gender info on both children/staff
- Numbers on SEN register – further detailed information held on categories
  for registration
- Pupils and Staff with recognised disability
- Ethnic diversity information on both children/Staff
- Religion/ belief information
- Pregnancy/Maternity information for employees
- Data Analysis on achievement/attainment for significant groups
- Consultation information from stakeholders linked to equality planning.

Academy's vision

At Burnside Academy everyone prides themselves on being at the heart of the community, inspiring children to achieve their dreams, to be successful and develop a passion for life-long learning

Responsibility for ensuring that the academy does not breach the Equality Act
The Academy's Trustee's and Governing Body are ultimately responsible for ensuring that the Equality Act is not breached. It must take all reasonable steps to prevent

discrimination, harassment or victimisation from taking place and the detailed action plan accompanying this scheme sets out how we will do this.

The Trustee's and Governing Body are responsible for:
• Ensuring the academy complies with all relevant equality legislation
• Ensuring that the academy Equality Scheme and its procedures are followed
E.g. Challenging teachers if there is a significant difference in the achievement of girls over boys; Monitoring accessibility plans to ensure all groups have equal access to the building and grounds; Ensuring recruitment procedures follow equality legislation

The Head Teacher is responsible for:
• Making sure that the academy Equality Scheme and its procedures are followed
• Making sure that the academy Equality Scheme clearly outlines how it will deal with issues faced by the identified 'protected groups'
• Producing regular information for all staff and governors about the scheme and how it is working
• Making sure that all staff understand their responsibilities under the scheme and arranging any training and support needed
• Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability
E.g. Maintaining Racial Incidents records to ensure any patterns in behaviour are noted quickly and dealt with appropriately involving parents and outside agencies where relevant; Providing termly updates on Equality Planning for all staff to ensure they are fully aware of their responsibilities and any issues arising; Report at Termly Governors Meetings on the monitoring and review of action plans for relevant protected characteristics; consult with stakeholders on areas for development within the Single Equality Scheme e.g. DES

All staff are responsible for:
• Dealing with racist, homophobic and other hate incidents
• Being able to recognise bias and stereotyping
• Promoting equal opportunities and good race relations
• Avoiding discrimination against anyone for reasons of ethnicity, disability or gender
• Keeping up to date with laws on discrimination
• Taking up training and learning opportunities
(see Equality Policy – Appendix 2)
E.g. Ensure all groups have access to educational visits planned; Casting a range of children within performances so no group is not represented; Reflect on own teaching e.g. do they address boys more in class than girls; Respect Jehovah Witness families' requests for children not to be involved in Christmas Celebrations.
The Head Teacher has overall responsibility for dealing with bullying, hate-incidents or discrimination. Head Teachers and staff are responsible for ensuring that visitors and contractors are aware of and adhere to the Academy's Single Equality Scheme.

How we will meet our responsibilities in relation to the Equality Act.
In order to meet its responsibilities in relation to the Equality Act the academy has undertaken Equality Impact Assessments on all of our policies, plans, projects and functions. These assessments have allowed us to identify barriers to achieving equality for all and eliminate all forms of discrimination in an academy setting. As a result of the

assessments, a three-year action plan has been devised setting out the academy's' priorities for improvements, including actions, timescales and responsible officers. The plan is designed to improve outcomes for children, families, staff and community groups using the academy, who may be disadvantaged because of inequality.

We will monitor the actions developed through the Equality Impact Assessments regularly and will review the plan annually.

Consultation and involvement
It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:
• Feedback from the annual parent questionnaire, parents' evening or governors' parent-consultation meeting
• Input from staff surveys or through staff meetings/inset
• Feedback from the academy council, PSHE lessons, whole academy surveys on children's attitudes to self and academy
• Issues raised in annual reviews or reviews of progress on support plans\personalised provision maps, mentoring and support
• Feedback at governing body meetings
• Community group meetings

Monitoring and reviewing the action plan
This is a three-year scheme and action plan running from 2017-2020. However, we will monitor the equality information used to inform the action plans and the outcomes resulting from it termly.

Publishing and promoting the Scheme
The Scheme has been agreed by the academy's Governing Body and will be published in the following ways:
• Copies of the scheme will be made available to all staff and governors through the ICT academy network.
• Copies of the scheme will be displayed in public areas of the academy i.e. Reception for parents and carers to use
• The scheme will be published on the academy's website
• Updates on the outcomes detailed in the action plan will be included in the academy's termly report to governors

Appendix 1- Guidance Documents and resources
Appendix 2- Academy's Equality and Diversity Policy
Appendix 3- Disability Equality Action Plan including Accessibility Plan
Appendix 4- Gender Equality Action Plan
Appendix 5- Race, Religion and Belief Equality Action Plan
Appendix 6- Age and Sexuality Action Plan
Appendix 7- Gender Reassignment, Civil partnerships and Marriage, Pregnancy and maternity equality Plan (linked to adults working within academy and Adults within the families of pupils) –

Appendix '1'
Guidance Documents and Resources
The following is useful guidance materials for academies to assist Staff to meet the requirements of the Equality Duty in our role as education providers, employers and service providers

a) Equality Act 2010: Public Sector Equality Duty: What do I need to know?
A quick start guide for public sector organisations
http://www.equalities.gov.uk/pdf/110503%20GEO%20General%20EqualityDuty%20guide%20FINAL.pdf

b) Equality Human Right Commission (EHRC) website with FAQs
http://www.equalityhumanrights.com/advice-and-guidance/public-sector-duties/the-newpublic-
sector-equality-duty/

c)EHRC – Guidance for Education Providers
http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-educationproviders- academy's/

d)EHRC – Guidance for employers
http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-employers/

e) EHRC – Guidance for service providers
http://www.equalityhumanrights.com/advice-and-guidance/guidance-for-service-providers/
The EHRC has also produced five guides giving advice on the equality duty:
1. The essential guide to the public sector equality duty
2. Equality analysis and the equality duty
3. Engagement and the equality duty
4. Equality objectives and the equality duty
5. Equality information and the equality duty
http://www.equalityhumanrights.com/advice-and-guidance/public-sector-duties/newpublic-sector-equality-duty-guidance/
The full text of the Equality Act 2010 is available on the National Archives website at:
http://www.legislation.gov.uk/ukpga/2010/15/contents and its explanatory notes at:
http://www.legislation.gov.uk/ukpga/2010/15/notes/contents

Bibliography: Equality and Diversity Issues
This is in no way an attempt to provide a definite list. However, identified below are some of the key tests associated with each e and d issue published over the last decade or so. Needless to say, some issues have generated more material than others – and I see no reason why other titles might not be added now or in the future. But owe don't want to hit people with too long a list, of course! Long lists discouraged! Needless to say, many of the items listed below can be accessed electronically. This applies in particular to publications deriving from government departments (DWP, Ofsted),
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Age
Age Concern England, Policy Combating Age Discrimination, Age Concern Policy Unit, 2002
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Disability

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Church, D., Working with People with Disabilities, Franklin Watts, 2001

DfES, Special Educational Needs Code of Practice, DfES, 2001

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Equal Opportunities Commission, Sex Equality in Sport, EOC, 2000

Growney, C., Gender Inequality in Design and Technology: the pupils' perspective, Loughborough University, 1996

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Commission for Racial Equality, Learning for All, CRE, 2000

Commission for Racial Equality, Statutory Code of Practice on the Duty to Promote Race Equality, CRE, 2002

Daycare Trust, Refugee Children and Childcare: a guide for childcare and education services, Daycare Trust, 1998

DfES, Minority Ethnic Pupils in Mainly White Academys, DfES, 2002

DfES, Guidance on the Education of Asylum Seeking and Refuge Children, DfES, 2002

DfES, Aiming High: raising the achievement of minority ethnic pupils, DfES, 2003

DfES, Aiming High: raising the achievement of gypsy and Traveller pupils, DfES, 2003

Gaine, C., No Problem Here: a practical approach to education and race in white academy's, Hutchinson, 1996

Macpherson, Sir W., Report into the Stephen Lawrence Murder Inquiry, HMSO, 1999

Ofsted, Raising the Attainment of Minority Ethnic Pupils: academy and LEA responses, Ofsted, 1999

Ofsted, Managing Support for the Attainment of Pupils from Minority Ethnics Groups, Ofsted, 2001

Ofsted, The Education of Asylum Seeker Pupils, Ofsted, 2003

Refugee Council, Helping Refugee Children in Academys, Refugee Council, 1999

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DfEE, Circular 10\99 Social Inclusion: pupils' support – bullying including homophobic bullying, DfEE, 1999 Mulholland, A. and Bisset, M., Living It: a powerful teaching resource on homophobic bullying, Bolton Homophobic Bullying Forum, 2003

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NUT, Combating Homophobic Bullying in Academys, NUT, 2001

Royal College of Nursing, Guidance on Homophobic Bullying, RCN, 1998

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Ofsted, Educational Inequality: mapping race, class and gender, Ofsted, 2000

Appendix '2'
Equality & Diversity Policy
Statement of Intent
Burnside Academy is a welcoming and caring academy. We respect and value each and every individual associated with the academy. Together, we seek to work, learn and play to achieve our full potential. By implication, therefore we have a commitment to social inclusion and equality of opportunity for all. We aim to provide an environment which is free from bullying, harassment and prejudice.

Our understanding of equality of opportunity:

We understand equality of opportunity to exist when:

• It is understood that everyone is unique and everyone has different needs

• Equality of access exists for all

• Individual choices are widened

• Everyone feels happy, safe and secure in an environment which does not disadvantage or discriminate again anyone

• Stereotypes are challenged to ensure everyone has an equal chance to develop as they wish

• Individual and community needs are responded to for the benefit of everyone

• Adequate resources exist to meet everyone's needs

Aims and objectives:

As a result of this policy we will:

• Ensure that all members of the academy community feel happy, safe and secure

• Ensure that equality of access exists for everyone

• Promote equality of opportunity regardless of the nine protected characteristic of age, disability, gender, race, religion and belief, sexuality, gender reassignment, civil partnership and marriage, pregnancy and maternity

• Actively develop the self-esteem and self-respect of all members of the academy community

• Ensure that educational provision is relevant to our increasingly diverse society

• Ensure that the curriculum actively promotes equality of opportunity

• Actively challenge all forms of bullying, harassment, prejudice and stereotyping

• Actively engage the support and commitment of the whole academy community in achieving

Relevant legislation and best practice advice:

We are aware of our responsibility in relation to:

• 1970 Equal Pay Act

• 1975 Sex Discrimination Act

• 1976 Race Relations Act

• 1988 Education Reform Act

• 1995 Disability Discrimination Act

• 1998 Human Rights Act

• 1999 Macpherson Report into the Stephen Lawrence Murder Inquiry

• 2000 Race Relations (Amendment) Act

• 2001 Special Educational Needs and Disability Act

• 2002 Statutory Code of Practice on the Duty to Promote Race Equality

• 2006 Equality Act

• 2006 Sexual Orientation Regulations

• 2006 and 2007 Employment Equality (Age) Regulations and Amendments

- 2010 Equality Act

Guidelines, Disability:

Pupils with disabilities/learning difficulties/special needs will:

- Have complete access to all the facilities and resources available within the academy
- Receive additional support to ensure that they fulfil their potential
- Be integrated with and educated alongside other pupils
- Have access to the same broad, balanced and relevant curriculum as other pupils
- Be involved in the decisions being made about their care and education

As an academy we:

- Are committed to early identification of emotional and behavioural difficulties before such difficulties lead to underachievement, disaffection and exclusion
- Are committed to early intervention, target-setting and regular monitoring of pupils with disabilities/learning difficulties/special needs
- Will give additional support and encouragement to more-able pupils to ensure they fulfil their potential
- Will work in partnership with parents and carers to ensure that pupils with disabilities/learning difficulties/special needs benefit fully from their time spent in the academy
- We ensure that staff take part regularly in training about disability/learning difficulties/special needs
- Will make use, where appropriate, of local authority support services to ensure that pupils with disabilities/learning difficulties/special needs fulfil their potential

Guidelines, Gender:

No matter their gender, all pupils will:

- Have access to the same broad, balanced and relevant curriculum
- Be expected to do as well as they possibly can
- Be expected to behave as well as they possibly can
- Be expected to work together in a constructive and positive manner
- Be discouraged from using sexist language, and commended when they challenge such language

As an academy, we will:

- Ensure that neither gender dominates any area of the academy, the curriculum or the extra-curricular activities to the detriment of the other
- Ensure that all resources portray both genders in a positive and non-stereotypical way
- Continue to monitor achievement by gender. If differences based on gender are identified, appropriate action will be taken to redress the imbalance

Guidelines, Race:

- The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally
- Pupils will have opportunities to study issues to do with intolerance, prejudice, racism, racial discrimination and religious prejudice
- Resources will portray member of local and regional cultural and ethnic groups in ways which are positive and non-stereotypical
- Community languages other than English will be valued and promoted
- All pupils will be able to dress and worship in ways which do not conflict with the cultural or religious conventions of the home
- The dietary needs of all pupils will be met

- Achievement, attendance and exclusions will be monitored by ethnicity. If differences based on ethnicity are identitied, appropriate action will be taken to redress the imbalance
- Members of all cultural and ethnic groups will be welcomed and valued by the academy community
- All racist incidents will be dealt with in an effective and consistent manner
- When posts in academy become vacant, we will encourage applications from all groups within our increasingly diverse society

Guidelines, Religion and Belief:

- The national curriculum in general and RE in particular, will be used to value and celebrate diversity based on religion and belief
- Daily acts of collective worship will be used to promote equality of opportunity irrespective of religion or belief
- All pupils will be given opportunities to meet their religious needs, especially at the time of important festivals
- The dietary needs of all pupils will be met
- Pupils will be discouraged from using offensive language based on religion or belief and commended when they challenge such language
- Resources will reflect people subscribing to a variety of religions and beliefs
- Resources will show people of all religions and beliefs engage in non-stereotypical roles and activities
- People of all religions and beliefs will be encouraged to play an active role in academy life, perhaps as governors
- As far as is possible our staff team will reflect the variety of religions and beliefs that exist locally and regionally

Guidelines, Age and Sexuality:

- All pupils will be expected to do as well as they possibly can
- All pupils will be expected to behave as well as they possibly can
- All pupils will be encouraged to make equal use of all the resources and facilities in the academy
- Resources will reflect the variety of families that exist in Britain today
- Resources will show people of all ages engaged in non-stereotypical roles and activities
- Where appropriate, the National Curriculum will be used to value and celebrate diversity based on age and sexuality
- Daily acts of collective worship will be used to promote equality of opportunity irrespective of age or sexuality
- Pupils will be discouraged from using offensive language about age and sexuality and commended when they challenge such language
- People will be welcomed and valued no matter their age or sexuality
- Appropriate use will be made of local authority support services to ensure that all pupils fulfil their potential

Guidelines, Gender Reassignment, Civil Partnership and Marriage, Pregnancy and Maternity:

- In relation to the three protected characteristics above, parents, carers, visitors, member of staff and all others associated with the academy can rest assured that discrimination will not occur and that people's rights as defined in legislation relating to the characteristics will be respected

• Where appropriate, opportunities will be provided for pupils to learn about and to discuss matters to do with gender reassignment, civil partnership and marriage and pregnancy and maternity

• Pupils will be discouraged from using offensive language about gender reassignment, civil partnership and marriage, and pregnancy and maternity

• People will be welcomed and valued no matter their personal circumstances, their marital status, where in a civil partnership or not, whether pregnant or on maternity leave, or whether undertaking or having undertaken, gender reassignment

• Appropriate use will be made of suitable external support services, including those in the local authority to ensure that equality of opportunity exists in relation to gender reassignment, civil partnership and marriage, and pregnancy and maternity

Monitoring and Evaluation:
Staff and governors will monitor the Equality and Diversity Policy once a year. Three years following its adoption, the Board of Trustees will decide whether the policy needs amending in the light of new legislation and/or best practice guidance.
This policy needs to be reviewed in line with SEN policy, Community Cohesion, PSHE Policy and Anti-Bullying Policy.

Created September 2017 by Mrs Kelly

Signed: Mrs Kelly ………………………

Signed: Mrs Thomas …………………………

Date:

Burnside Academy

Disability Equality Scheme

November 2017 – November 2020

Content Page

1.   Introduction

At Burnside Academy we work as a team to ensure that we make a positive difference to the lives of all our children and community. The challenging, creative, child centred curriculum inspires interest, imagination and enjoyment for all. Our nurturing environment promotes self-esteem and confident, reflective life-long learners.

Academy Ethos, Vision & Values

The academy is committed to ensuring equal treatment of all its employees, pupils and any others involved in the academy community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This academy will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

1.1 What do we understand by "disability"?

"Disability is 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" (DDA 1995 Part 1 para. 1.1.) This definition was amended and broadened in December 2005 under the 2005 Disability Amendment Act: -

- **People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis**
- **For a mental impairment the need for it to be clinically well recognised has been removed.**

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long-term impairments, which have a significant impact on their day-to-day activities.

- This academy uses the "social model" of disability:

This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled"

We use the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. The City Council recognises that social, educational and behavioural difficulties are part of this definition.

1.2 Academy's Strategic Priorities

Learning – all pupils are taught according to need. Staff receive relevant CPD to ensure the needs of all pupils are met.

Environment – The academy entrance has electronic doors enabling wheelchair access. The reception desk is fitted with a hearing loop system and is at the right height level for wheelchair access.

The DDA and Accessibility Plan are considered when refurbishment is undertaken.

1.3 Strengths & Weaknesses

The academy has made great strides in promoting equality in recent years through:

- Inclusion of every child matters to meet the needs and abilities of all students

2. The General Duty

We will actively seek 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 -This means not representing people in a demeaning way, and it also means not pretending they don't exist and not representing them anywhere at all.
• encourage participation by disabled persons in public life -It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
• take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.
   (DDA 2005 S.49A)

3. How we will meet the General Duty & Specific Duty

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of academy life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our academy.
The main actions to be taken in the next three years to promote disability equality are described in the academy's Accessibility Plan. This plan will run in conjunction with the Academy Development Plan and will be subject to revision and amendment at the end of the three-year period.

3.1 Involvement of Disabled People in Developing the Scheme

In developing our scheme, disabled people were involved in the following ways:
Disabled pupils:

- We have identified our disabled pupils

- We listen to their views in informal settings.
- We have asked their opinions through SEN profiles and pupil voice.

Key issues identified by our pupils were:

-Ensuring an adult look at the child when talking in order for them to lip-read.
-For the classroom to be quiet as background noise is magnified.
-To walk at the end of a line when on visits especially when going up or downstairs.
-To be able to bring a wheelchair on school visits.
-Having someone to help children to keep on with their work when they find it hard to concentrate
-Reminding children to put on their hearing aids or glasses etc and making sure they sit in a good place to hear/see everything

Disabled staff:
- We have asked all staff to identify any barriers that affect them and how we can plan to overcome them

Key issues identified by our staff were:

- No issues were identified by staff at this time.

Parents/carers of disabled pupils:
- We have given all parents/carers a questionnaire to identify any barriers and how we can improve the way we meet their needs
- We invited parents to form a working group to support the action planning and monitoring and review processes.
- We have ensured that the parents of children with disabilities have a termly review of their needs with appropriate staff (Class teacher, support staff, SENCO and Nurture Group staff).

Key issues identified by parents/carers of disabled pupils were:

- Support for young carers dealing with family/sibling disabilities.
- Teaching of BSL/Makaton
- Assistive technology for vision impairment
- Additional disabled car parking spaces

In the longer term, disabled people will be involved in the following ways:

- a consultative group of disabled pupils, staff and parents will be involved in the review of all policies and procedures and the establishment of all new policies and procedures
- parental surveys give opportunity for disabled people to disclose their disability. Outcomes from these will be analysed to identify any issues relating to the person's disability on an annual basis
- pupil surveys and interviews as part of the normal cycle of self-evaluation are also used to identify any issues relating to a child or young person's disability

- disabled staff have regular meetings with their line manager to discuss how the academy can best enable them to work

- Children and young people with disabilities have regular meetings with their Named person in our academy for children with disabilities, to identify any perceived difficulties. Named person will make recommendations to the Headteacher.

We do not presume that the views held by the parents of a disabled child or young person are shared by that child or young person and therefore always seek to gain the views of both parent and child.

When seeking the views of disabled people, we use their preferred means of communication.

4.   Gathering and Using Information

Burnside Academy acknowledge that information gathered from a wide range of sources will be required in order to identify the actions which we need to take to promote disability equality. We will ensure that information is gathered in relation to both employment and the delivery of our services.
We identify disabled pupils and staff through i.e. self-declaration, annual questionnaires, recruitment and selection procedures and admission forms etc.

Disabled parents/carers, governors and other academy users are identified through self-declaration.

Please note when gathering and using information Data protection legislation and principles will always to be considered.

We explain to parents, staff, governors, community users and pupils why the information about disability is required. The information about disabled staff and pupils will be used to assess:

- the effect of our policies and practices on the recruitment, development and retention of disabled employees
- the effect of our policies and practices on the educational opportunities available to, and achievements of, disabled pupils.

The information about disabled parents and community users will be used to assess:

- the effect of our policies and practices on the involvement of parents in their child's education
- the effect of our policies and practices on the involvement of disabled users in community activities.

Information on staff will be analysed in respect of the representation of disabled people:

- in all aspects of the work of the academy, for example: teaching, teaching support, administrative support;
- at all levels of seniority in the academy;

- amongst those awarded Teaching and Learning Responsibility Payments;
- as permanent or temporary members of staff, full- or part-time or casual staff;
- in training and professional development opportunities;
- in disciplinary and capability proceedings;
- in harassment and bullying procedures;
- as contract staff, for example: contract cleaners and agency supply teachers;
- among those who take sick leave;
- among trainee teachers on placement at the academy; and
- among those leaving the profession early.

The analysis of information about disabled staff will be used to contribute towards the understanding of how policies and procedures impact on their recruitment and retention. It is our aim to:

- attract a wider field for recruitment, including disabled people
- retain the experience and skills of employees who become disabled during their working life and avoid the costs of recruiting and training new people
- develop in-house expertise about what disabled staff and/or pupils may require
- provide role models for children and young people
- bring different life experiences and new skills to the academy and
- help foster good relations with all employees by showing that everyone is valued and treated fairly

When necessary we will use the services of Access to Work to ensure we make every reasonable adjustment to meet the needs of disabled staff.

Information collected about disabled children and young people will contribute towards the understanding of how policies and procedures impact on their opportunities and achievement. It is our aim to improve:

- opportunities for disabled learners to take positions of responsibility
- satisfaction and enjoyment levels across a range of academy activities
- aspirations and ambitions for the future
- successful transition into the next stages of education, training or employment
- access to academy trips
- involvement in after school clubs and activities
- access to work experience placements
- take up of careers advice
- attainment and achievement of disabled learners
- exclusion rates of disabled learners
- admissions of disabled learners

Information collected about disabled parents will contribute towards the understanding of how policies and procedures impact on their ability to support their child's education and the ease in which they can carry out day-to-day communication with our academy. It is our aim to:

- use disabled people's preferred means of communication when contacting parents, meeting with them or sharing information with them;

- ensure disabled parents are encouraged to meet with teachers to discuss their child's progress and that every reasonable step is taken to remove barriers to attending parents evening. Where attendance is not possible because of a disability, make alternative arrangements;
- give disabled parents priority when arranging events and meetings e.g. by considering seating arrangements for an academy drama production;
- give disabled parents preferential parking rights;
- ensure the needs of young carers are met;

Information collected about disabled governors will contribute towards the understanding of how academy policies and procedures impact on recruitment and retention and their ability to take a full and active part in governors' activities. It is our aim to improve:
- the representation of disabled people on the governing body;
- the accessibility of meetings for disabled governors;
- the accessibility of other governor's activities.

Information collected about disabled users of the academy will contribute towards the understanding of how academy policies and procedures impact on their ability to take a full and active part in community activities.
It is our aim to:
- encourage community groups to ensure their activities are accessible;
- give due regard to disabled community users when revising academy policies and procedures.

5.   Impact Assessment

We recognise that all our academy's policies may have an impact on the participation and outcomes for disabled pupils, parents/carers, staff and members of the local community. In line with the DRC guidance, impact assessments will involve disabled people at an appropriate point. The commitment to involving disabled people should not become burdensome on them. In some instances, the involvement of disabled people might not be necessary e.g. where they have already been involved in assessing a similar situation. Our impact assessments will always involve someone who is involved with the designing and implementation of the policy or practice.

Wherever possible, evaluative data to show the impact of policies on disabled people will be collated. Anecdotal evidence will also be used, e.g. informal feedback from a disabled person about the impact of a policy or procedure.

As a first step towards assessing the impact of policies on disabled people, the policies of the academy will be screened to identify their level of relevance and potentially their impact on disabled people. Policies with a high relevance will take priority for review.

This analysis will be included as Appendix One
A schedule will be written for the review of all policies over the lifetime of this scheme.

Our DES group will be involved at a suitable point in the revision of these policies.

As a first step towards assessing the impact of practices on disabled people, the practices of the academy will be identified and prioritised by relevance.

Practices with a high relevance will take priority for assessment. Over the next three years, all practices will be assessed.

Named person for children with disabilities will review practice by shadowing a range of children within different classroom settings and with different disabilities for half day sessions each term to ensure children are accessing all areas of academy life

These include

- Teaching approaches
- Classroom routines
- Homework
- Playtime routines
- Trips and visits
-

Senior Management team will review

- Registration routines
- Office routines
- Communication with staff
- Communication with parents
- Recruitment practices
- Extended Academy groups approaches

All issues arising from the impact assessment will be prioritised and included as an **Appendix Two** to the Action Plan.

All future policies, procedures and practices will be assessed as they are written or planned, prior to introduction. This will be facilitated in the following way:

Through DES group and Senior Management meetings/Staff Meetings

Following impact assessment of new policies, procedures and practices, reasonable adjustments will be made to ensure equality of experience for disabled people.

6. Planning for Action

In line with the Disability Rights Commission (DRC) guidance, our initial Action Plan includes information on:

- improving information gathering mechanisms,
- the mapping of policies and practices and
- how the involvement of disabled pupils and disabled adults can be facilitated?

We have also identified good practice from examples given in training and as result of this, have included certain actions to meet the Disability Equality Duty.

The priorities for the academy's scheme will in future be set in the light of:

- an examination of the information that the academy has gathered;
- the messages that the academy has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme; and
- an assessment of the impact of current policies on disability equality.

Any urgent action necessary following an examination of the information will be added to the action plan before the review date.

In writing our action plan, we have addressed the general duties to:

- Promote equality of opportunity
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes
- Encourage participation in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Our action plan is included as **Appendix Three**. Please note Accessibility Audit and Plan in included separately in **Appendix Four**.

7. Annual Reporting

We will report annually about the progress we make on promoting equality of opportunity for disabled people. Our annual report will include details of:

- information gathered during the year
- how that information was used
- action points completed during the year and those that are ongoing.

We will ensure that disabled people will be involved in the process.

- form part of the governors' annual report
- be published on the academy website

The person responsible for producing the Annual Report is Mrs Downey (SENDCO)

8. Implementation, Monitoring and Evaluation of the Action Plan

The academy governing body will oversee the responsibility for the implementation of the Action Plan. A report will be made available to the governors every term, by Mrs L Kelly through Head Teachers termly report

The Action plan will be dovetailed with the Academy Development Plan and the Accessibility Plan in order to increase the effectiveness of these.

The evaluation the effectiveness of our scheme will be reflected in our discussions with our Improvement Partners, Inspire Multi Academy Trust and with Ofsted when the academy is inspected.

As part of the New Relationship with academies, the Academy Improvement Partners will include in their discussions with academy's the attainment of and outcomes for all pupils including disabled pupils. Measures of achievement of pupils with disabilities will form part of our evaluation of the effectiveness of our scheme.

9. Publication of the Scheme

The scheme will be available

- on the academy website;
- It will be available in paper format to anyone on request;
- It will be available on request in alternative formats including audio CD/tape, Braille, and large print on request.

10. Reviewing and Revision of the Scheme

As part of the review of the scheme, we will revisit the information that was used to identify the priorities for the scheme and re-examine the information to see if actions that the academy has taken have affected opportunities and outcomes for disabled pupils, staff and parents/carers.

The review of the scheme will inform its revision: how the academy sets new priorities and new action plans for the next scheme. This process will again:

- involve disabled pupils, staff and parents/carers; and
- be based on information that the academy has gathered.

Our scheme will be reviewed and revised after a period of 3 years and disabled people will be involved in the process. A new action plan will be produced, responding to the issues identified through our impact assessment and included in our annual reports.

Mrs L Kelly in Burnside Academy will be responsible for initiating the review of this scheme as well as;

SENDCo Mrs J Downey

Chair of Governors Mrs M Thomas

Appendix One: Potential impact on disabled people and current Policies (Revised September 2017)

Policy	(Please tick)			Proposed term for review
	High	Medium	Low	
Subject curriculum policies (for individual subjects refer to main policy file)		X		Reviewed summer 2019
Asthma Policy		X		Summer 2018
Attendance Management Policy & Guidance Policy		X		Autumn 2019
Annual Leave Guidance			X	Autumn 2020
Anti-Fraud and Corruption Policy			X	Autumn 2020
Admissions Policy	X			Spring 2019
Behaviour Policy		X		Autumn 2018
Capability & Disciplinary Procedures		X		Autumn 2018
Complaints Policy		X		Spring 2019
Collective Worship		X		Spring 2020
Community & Parental Relations Policy	X			Spring 2020
Corporate Health & Safety Procedures		X		Autumn 2018
DBS Policy			X	Autumn 2018
Data Protection			X	Autumn 2018
Disability Equality Scheme		X		Summer 2020
Discipline (staff) Procedure		X		Spring 2018
Domestic Violence Policy			X	Autumn 2019
Educational Visits Policy	X			Spring 2018
Food Policy	X			Spring 2020
Flexible Ways of Working		X		Summer 2019
Gender Equality Scheme	X			Spring 2019
Harassment at Work Policy	X			Summer 2019
Lettings Policy			X	Autumn 2018
Leave of Absence Policy		X		Spring 2018
Management of Mental Health & Well-being at Work	X			Spring 2019
Maternity Benefits			X	Autumn 2019
Model Pay Policy			X	Autumn 2018
Performance Management Policy		X		Autumn 2018
PSHE Policy		**X**		Summer 2020
Photography (Protection of pupils) Guidance			X	Autumn 2018
Recruitment and Selection Code of Practice		X		Spring 2019
Redundancy/Redeployment in academy Policy		X		Spring 2019

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Relocation Expenses Scheme			X	**Autumn 2020**
Retirement Policy		X		**Spring 2019**
Sex Education Policy	X			**Autumn 2018**
SEN Policy		X		**Autumn 2018**
Safeguarding Children		X		**Autumn 2018**
Transgender Policy		X		**Spring 2019**
Uniform Policy		X		**Autumn 2019**
Whistle Blowing Policy Public			X	**Autumn 2018**
Whistle Blowing Policy Employees			X	**Autumn 2018**

Appendix Two: Potential impact on disabled people regarding Procedures and Practices

Procedure or Practice	(Please tick)			Proposed term for review
	High	**Medium**	**Low**	
• Teaching approaches	X			**Autumn 2017 Termly**
• Classroom routines	X			**Autumn 2017 Termly**
• Homework		X		**Autumn 2017**
• Playtime routines	X			**Autumn 2017 Half yearly**
• Trips and visits	X			**Autumn 2017 Annually**
• Registration routines			X	**September 2017 Annually**
• Office routines			X	**September 2017 Annually**
• Communication with staff		X		**Autumn 2017 Annually**
• Communication with parents		X		**Autumn 2017 Annually**
• Recruitment practices			X	**Autumn 2017 Annually**
• Extended Academy groups approaches		X		**Autumn 2017 Annually**

Priority	Responsible Person (s)	Action Required	Date & process of review	Success Criteria
1. To ensure that training is delivered to relevant staff to meet the needs of a child with disability.	CPD leader SENCo	Moving and Assisting training.	Review Spring 2018 and then annually	Reasonable adjustments put in place to support disabled pupils access all areas in academy life

Appendix 3: Action Plan from DES 2017-2020
DES review meeting

Burnside Academy

ACCESSIBILITY AUDIT AND PLAN

Covering the period 2017 – 2020

AUDIT FINDINGS

Since the last accessibility plan, the following work has been completed in academy to benefit the children: -

Main Academy

Resources for teaching and learning are plentiful and suited to the needs of all, including those with disabilities. ICT provision is good with Interactive Whiteboards in every classroom and a bank of laptops is available for use by staff. An ICT suite will be developed in Spring term 2018.

The Behaviour Policy has been reviewed with all stakeholders in September 2017 and is followed by all staff including the lunchtime team. We have 2 staff members trained to deliver Nurture and circle time for vulnerable pupils.
Staffing levels are good and high levels of support are provided for children with special needs. Support is also given to under-achieving children through intervention programmes.

7 members of staff have refreshed their first aid certificate. 2 members of staff have been trained in managing medication.

Areas to be addressed are: -

- ❖ Wheelchair users unable to access entry into main academy from road leading to reception area due to lack of ramp.
- ❖ Heavy doors throughout inner academy have no push button facility for wheelchair users.
- ❖ Sign language CPD for appropriate staff members.

The purpose of the plan is to maximise opportunity for all children and adults regardless of disability

AIMS

- ❖ To raise standards for all children
- ❖ To promote access and inclusion for all
- ❖ To ensure equality of opportunity
- ❖ To facilitate partnership among all members of the education community
- ❖ To inform staff, parents and partners in education so they can plan for children's education

MONITORING AND EVALUATION.

This is an on-going process involving all partners in the academy. Particular responsibility will fall upon the Head Teacher, the senior management team, the governing body and the Site Manager.

Governors will review annually as an agenda item in the autumn term.

ACTION	TIME	RESPONSIBILITY	ESTIMATED COST & RESOURCES	SUCCESS CRITERIA	PROGRESS/MONITOR EVALUATION
Review and where necessary revise SEND policy and Equality Scheme to reflect increasing levels of Inclusion	Annually	SENDCO	SENCO time Half day supply @ £90 Printing Costs	Plans reviewed and revised.	HT/Governing body to evaluate plan annually
Provide disabled push button facility to doors throughout inner academy.	By Spring 2020	Headteacher/ Site Manager	Estimate to be obtained Capital budget	Independent access for wheelchair users.	Site Manager to risk assess and carry out regular safety checks.

Appendix Five: The disability equality duty and the Governing body

Questions the governing body may want to ask itself as the 'responsible body' for the academy:

Duties to disabled pupils, staff and parents	Yes	No	Evidence
Does the GB receive regular reports on how the academy is meeting its duties to: • Disabled pupils? • Disabled staff? • Disabled parents, carers, governors, other disabled people who use the academy or may want to?			
Disability equality duty: General duty			
Does the GB have regard to the need to: • Promote equality of opportunity for disabled people? • Eliminate disability discrimination? • Eliminate disability-related harassment? • Promote positive attitudes towards disabled people? • Encourage participation by disabled people in public life? • Take steps to meet disabled people's needs, even if this requires more favourable treatment?			
Disability equality duty: Specific duty			
Does the academy have a disability equality scheme?			
Did the academy involve disabled people (pupils, staff, parents) in the development of the scheme?			

Does the academy's scheme show :
• How disabled people have been involved?
• How information is gathered on the effect of the academy's policies on:
  - recruitment, retention of disabled staff?
  - opportunities for, achievements of disabled pupils?
• How the academy assesses the impact of its policies,			

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current or proposed, on disability equality? • The steps it is going to take to meet the general duty (the academy's action plan)? • How information will be used to support the review of the action plan and to inform subsequent schemes?			
Did the academy implement the actions in its scheme within three years?			
Does the GB: • Report on its scheme annually? • Review and revise its scheme every three years?			

Burnside Academy
Staff/Governor questionnaire for the Disability Equality Duty

The Disability Discrimination Act 1995 (DDA) requires academies to have both an equality scheme and an accessibility plan to improve access to education for its disabled staff, governors, parents and pupils. If such a plan is to be effective, it is crucial to consult with all stakeholders who have a disability. With this in mind a working party has been set up to produce a Disability Equality Scheme and we would ask you to complete and return this questionnaire to the Headteacher as soon as possible. All academies are now under a duty to:

- ❖ promote equality of opportunity between disabled people and other people;
- ❖ stop unlawful discrimination;
- ❖ stop harassment of disabled people that is related to their disabilities;
- ❖ promote positive attitudes towards disabled people;
- ❖ encourage disabled people to participate in academy life; and,
- ❖ take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons

The DDA defines a disabled person as 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.' The definition covers a much larger group of children than most people think and may be the equivalent of 7% of all children.

In order to understand this definition more clearly the following explanation of the terms may be helpful: -

- ❖ Physical impairment includes sensory impairments
- ❖ Mental impairment includes learning difficulties and an impairment resulting from or consisting of mental illness
- ❖ Substantial means more than minor or trivial and
- ❖ Long term is defined as twelve months or more.

To help achieve these aims, all academy's must produce and publish a Disability Equality Scheme. In addition, the scheme must include a statement about the way in which disabled people have been involved in the development of the scheme. Information from this questionnaire will be used anonymously. However, if you would like to follow up this questionnaire with further consultation with a member of the working party please provide your contact details at the end of the questionnaire.
Thank you.

1.   When considering this new definition of disability within the DDA, do you consider yourself to be disabled?

YES	0	NO	20

2.   Has the definition caused you to change your understanding of disability?

YES	0	NO	20

3.   How would you describe your disability?

Dyslexia/Learning Disability

Mobility difficulties

Unseen disability (e.g. diabetes, epilepsy, asthma) Arthritis

Blind/partially sighted

Personal care

Multiple disabilities

Deaf/Hearing Impairment

Mental Health difficulty

Autistic Spectrum Disorder (incl Asperger's Syndrome)

Other (please state)

4.   Have you disclosed your disability to academy?

YES	0	NO	0

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5.   If you answered no what were your reasons for not disclosing your disability?

I did not have a disability when I was appointed.

I do not remember being given the opportunity

I feel this information is private and not work-related.

I did not consider it relevant to my role

I was unaware of the benefits of doing so

I was concerned I might be discriminated against

Other (please state)

6.   Have you any suggestions to make it easier for staff/governors to disclose a disability to academy? No

7.   Do you feel that the nature of your disability has caused you to be excluded from any aspect of academy like?

YES   0   NO   0

If you would like to comment further, please write in the space below

8.   If you have a disability is there any way in which Fatfield Academy could improve its policies and procedures to support your needs?

YES □   NO □

If you would like to comment further, please write in the space below

9.   If you have a disability what do you feel has been the biggest barrier to your experience at Fatfield Academy?

10.   If you have a disability what do you feel has been the most positive experience of your time at Fatfield Academy?

In order to ensure that Burnside Academy's Disability Equality Scheme meets the need of the disabled staff, governors, parents and pupils and other members of the local community, what do you feel are the key areas that our scheme needs to focus on? (please tick any that you feel are important)

Teaching & Learning	4	Access to building	4
Recruitment & Selection	4	Physical Environment /Accommodation/Facilities i.e. staffroom/toilets/catering facilities	5
Work/Life Balance	7	Monitoring and impact assessment	4
Health/Safety	4	Classroom Resources	2
Parking Facilities	1	Policies & Procedures	3
Communication/Consultation/Information Sharing	3	Services for disabled staff/governors/pupils/parents	5
Relations with the local community	1	Staff Development & Training	5

If you would like to comment further, please write in the space below

I am a member of the Teaching Staff 8 **Support Staff** 8 **Governor** 5

I am female 20 **male** 1

Name (optional) _____

If our Disability Equality Scheme is to be effective, it is crucial that we consult with all stakeholders. Thank you for taking the time to complete this questionnaire.

Please return your completed questionnaire to the Headteacher as soon as possible.

Appendix 7
Disability Equality Scheme Questionnaire

3rd November 2017

Dear parent/Carers

I would really appreciate your views on the subject of disability in our community as we develop a new Single Equality scheme to ensure equal opportunities for everyone working in academy but also for those visiting it. Thank you

Disability Equality Scheme Questionnaire for parents\Carers

The definition of person with a disability 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"

This definition includes both young and old who have some level of learning difficulties. It also includes people who are living with illnesses such as diabetes, cancer and depression, as well as the more obvious conditions where people may need the use of a wheelchair, hearing aid et to access every day activities.

Please take a little time to answer the following questions so that we can provide the most appropriate service for our community.

1) After reading the new definition above, do you consider your child or any of your children to have a disability?
Yes/no

2) If yes, do you feel that the nature of your son or daughter's disability/ learning difficulty has excluded him\her from any aspect of academy life?
yes/no

If you would like to comment further, please write in the space below

3) Can you think of any ways we could improve our support for children with disability in academy?
yes/no

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4) Can you think of any ways we could improve the support for children/parents/carers/ visitors with disability when they need to come into academy?

5) Would you be interested in joining a group in academy to discuss these issues? We meet informally once a term and we review the service academy provides and discuss future plans?
yes/no

6) Is there other issues you would like to raise regarding 'equal opportunities' of any nature (religion, race, gender, age etc.) linked to academy life?
A copy of the new Single Equality Scheme, once complete, will be available on the website. A paper copy can be requested from the office.

Appendix 8

DES	Parental survey 2016		
	Number of returned surveys- 6	Yes	No
1	Do you consider your child(ren) to have a disability?	**3**	**45**
2	Do you feel this has caused him/her to be excluded from any aspect of academy?	**0**	**48**
4	Can we make improvements?	**2**	**46**
5	Interested in joining the DES group?	**3**	**45**

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Appendix 9

	Comments and suggestions		
1	Easy access into academy		
2	Possibility of assistive technology to support vision impairments with ICT.		
3	Support for young carers dealing with family/sibling disabilities.		
4	Teach Makaton/BSL to whole academy		
5	Additional disabled parking		

Burnside Academy

GENDER EQUALITY SCHEME
2017- 2020

**Burnside Academy policy on
delivering gender equality in the services and employment it provides**

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24. Reviewing this Gender Equality Scheme and Action Plan
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Appendix 1 - Gender Equality Scheme Action Plan 2017- 2020
Appendix 2 - Revised Equality Assessment Template (INRA Template)
Appendix 3 – Workforce Profile
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About this Scheme

Women and men have been involved in the creation of this scheme and action plan however; we feel it is very important to make sure that a broad cross section of people have the opportunity to contribute to it. We therefore continue to seek the views of the academy community and welcome any comments or suggestions regarding the improvement and development of this document.

If you would like to contribute your views, please contact Mrs L Kelly or Mrs J Downey, whose contact details are below.

Language
The language used in this document is intended to be easy to understand, respectful and non-offensive. It is acknowledged however that there are different views of what is appropriate terminology when referring to women and men/men and women, therefore a mixture of terms have been used throughout the document.

If you would like a copy of this document in an alternative format such as Braille, Large Print, Audio Tape, Easy to Read, or in a different language, please contact the academy.

e-mail Burnside.Academy@inspiremultiacademytrust.co.uk

Address:
Burnside Estate
Houghton le Spring
DH4 5HB

Introduction

Welcome to Burnside Academy's Gender Equality Scheme.
This scheme gives the academy the chance to describe its commitment to gender equality. We firmly believe in equality of opportunity for all and are committed to playing our part in removing equality barriers and promoting equality in everything we do.

This document explains what we have done within the academy so far to improve equality in the way we deliver services and provide employment. It describes our future plans and how women and men have been, and continue to be, fully involved in the development of those plans. It explains how gender equality fits within the academy's wider equality agenda and how this fits within the academy's priorities.

The content of this scheme, and its action plan, have been approved by the Trustees, Governing Body and the Senior Management Team of the academy.

The purpose of this Gender Equality Scheme
This scheme outlines how Fatfield Academy will positively implement actions to achieve gender equality. More specifically the production and publication of this document gives the academy an opportunity to:

- state its commitment to gender equality
- find out what women and men, girls and boys in the academy community need and what is important to them
- involve women and men in the academy community in the writing of a policy that directly affects them
- agree and list specific actions based on the needs and priorities of women and men, girls and boys
- describe how we will meet our legal requirements
- publish our responsibilities and intentions to everyone
- describe what methods and systems we will use to improve gender equality
- describe what methods will be used to monitor and measure our progress
- describe how we work with partner organisations in Sunderland who are also committed to gender equality

• describe how gender equality fits with general equality work.

How this Gender Equality Scheme was developed

We believe that it is crucial to involve men and women in the development and progress of this scheme. The views of a variety of stakeholders have been sought and have been fed into the content of this scheme and the attached action plan, including relevant employees, governors, others within the academy community and partners within Inspire Multi Academy Trust.
A list of those consulted is detailed at Appendix 2 of this document.

1 Burnside Academy Equality Vision

Burnside Academy has a vision for equality, this being where everyone:

• has equality of opportunity to reach their full potential, access similar life opportunities and expect a good quality of life
• is respected, valued and celebrated
• feels that they belong and can develop strong and positive relationships.
• feels able to participate in academy life and play a positive role in developing our vision for the future.
• can work together as a team to make a difference to the lives of others

We have also set ourselves some key improvement objectives, these being:

• **to develop a strong Disability Equality Scheme (DES) which will include ensuring gender equality in all aspects of the DES**

• **to further develop a flexible curriculum taking in account the personalised learning of all the children in academy**

We believe that equality is also a critical factor in the achievement of these objectives. This scheme describes the measures being taken to make sure gender equality is incorporated throughout all service delivery and employment activity in academy, supporting the achievement of these overall objectives.

2 The Law – Gender Equality Duty

The Sex Discrimination Act (SDA) first came into force in 1975. It gave women and men specific rights and made it illegal to unfairly discriminate against a man or a woman when offering employment. The act was amended in 2006 with the introduction of the Equality Act giving women and men the right to also not be discriminated against in the delivery of goods and services. This new act also placed extra duties on public authorities to go further than removing discrimination but to also proactively promote gender equality in everything they do. Here are the general and specific duties of the Act in more detail:

General duties of the Act:
All organisations carrying out a public function are legally required to have due regard to the need to:
• eliminate discrimination that is unlawful. This being defined as discrimination on the grounds of sex, pregnancy and maternity leave, gender reassignment, marriage or civil partnership
• eliminate harassment, sexual harassment and victimisation
• eliminate unlawful discrimination under the Equal Pay Act 1970
• promote equality of opportunity between men and women.

Specific Duties of the Act:
As well as the above, public authorities, including academy's, have an extra responsibility to meet the requirements of the following specific duties:

- To prepare a Gender Equality Scheme and Action Plan with the involvement of customers, employees and others, identifying how policies and practices affect gender equality and showing actions the academy intends to take to address the causes of gaps between men and women, girls and boys
- to have published this scheme by the 30th April 2007
- to implement the scheme and actions within three years of publication
- to review and revise the scheme at least every three years
- report on progress annually.

These specific duties have been introduced with the aim of making organisations more proactive in their consideration and management of the needs of men and women, girls and boys, promoting and supporting gender equality. All councils, and academies maintained by councils, must comply with all of the general and specific duties described above.

3 Who is covered by the Gender Equality Duty and by this Scheme?

The duty applies equally to men and women, girls and boys. It also applies to men and women who intend, are undergoing, or have undergone gender re-assignment in the area of employment. This was amended at the end of 2007 to also apply to the provision of goods and services.

The Gender Equality Duty and this scheme, do not cover sexuality or sexual orientation.

4. How Burnside Academy will meet the requirements of the Duty

To achieve the requirements of the Duty, we need to achieve the following:
• gender equality checks to be done on all service delivery and employment policy and practice (known as INRA)
• setting up of systems to gather gender data and information in relation to service delivery and employment
• consultation with relevant employees, trade unions, customers and public whenever possible
• setting and delivering of gender equality actions and targets as required
• employees adequately trained within their role
• gender equality mainstreamed within service and employment planning and performance management systems, with regular progress reporting and review.
• full Trust, Governing Body and senior management commitment to improving gender equality demonstrated through active and positive leadership.

The following sections of this document describe the work that the academy has and is undertaking in line with the above.

5. Why we need Gender Equality

Despite the existence of law to protect women and men against discrimination in the workplace, facts and figures indicate that gender inequality still exists in workplaces and in wider society. Fatfield Academy believes that gender equality is essential, not just because of the law but because the inclusion and participation of all women and men, girls and boys in our society is essential to the achievement of our overall vision for the academy.
This being:
That we work as a team to ensure that we make a positive difference to the lives of all our children and the wider community. The challenging creative child centred curriculum inspires the interest, imagination and enjoyment of all. Our nurturing environment promotes self-esteem and confident, reflective life-long learners.

It is clear to see however that our ability to achieve this is considerably reduced if women or men in the community are unable to, or have difficulty fully participating in all aspects of life.

6. Gender Equality within Burnside Academy wider Equality Agenda

Burnside Academy is fully committed to equality of opportunity for all people. In our work to continuously improve equality, we try to take an inclusive approach. It is often the case that when taking steps to improve equality for one group, we also indirectly improve equality for others. We also realise however that some groups or individuals may have specific needs that require a unique response. This is also taken into account in our approach, as we make sure that we try to understand and meet the needs of a very diverse community. The academy's Equality Scheme is available by contacting the academy office (contact details are on page 4 of this document).

7 Responsibility for Gender Equality within the Academy

Ultimately the whole Governing Body is responsible for delivering what is described in this scheme and improving gender equality. However, the whole academy community has a part to play in this. Women and men themselves also have a crucial role to play in delivering this agenda. So in order to make sure that everyone understands their individual responsibility, this is broadly outlined below. Every employee, and governor has their responsibilities listed in the first section below. The following sections identify the extra responsibilities that individuals have depending on their role in the academy. The final section identifies the responsibilities women and men have in helping us to achieve our gender equality vision. All employees and governors of the academy, regardless of level have a responsibility:
• to treat colleagues, those from other organisations and all customers in a dignified and respectful way
• to only use language that respects a person's gender
• to report to their line manager, or another manager, any incident where they believe a colleague has not acted in accordance with the above
• to attend appropriate equality training that is provided and apply the knowledge gained to their work
• to support colleagues to mainstream gender equality into all their work practices.

All employees and governors dealing with customers, including pupils, have a responsibility:
• to meet the individual needs of customers or visitors in a sensitive, considerate and respectful and inclusive way
• to report to their line manager any situation where this has not been possible.

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All Managers including Senior Managers have a responsibility:

• to lead by example and behave in a way that demonstrates commitment to improving and promoting gender equality when developing policies, or planning and managing functions and services

• to support the delivery of the actions set out within this scheme

• to act on any report of an employee not treating a woman or a man with respect and dignity, and to do this positively, effectively and promptly

• to act on any feedback from front line staff regarding inadequacies in meeting the needs of female and male customers, and to do this positively, effectively and promptly

• to make sure that all aspects of service delivery are planned and delivered in a way that makes them accessible and appropriate to the needs of women and men

• to positively engage with the equality processes and the systems being installed to make sure that all services are fit for purpose.

All members of the academy's Governing Body have a responsibility:

• to lead by example and behave in a way that demonstrates commitment to improving and promoting gender equality when engaging with the academy community

• to recognise the importance of equality as a critical factor in the academy achieving its overall vision

• to make sure the views of stakeholders, both female and male, are heard and represented

• to act as equality champions, promoting gender equality in all academy activity

• to monitor gender equality progress as outlined in this scheme.

Men and women involved in consultation have a responsibility:

• to attend and participate in any agreed meetings and activities provided to gather the views and opinions of women and men

• to act in a positive, open and honest way that supports the progress of gender equality in the academy

• to identify any barriers or issues that prevent or inhibit their full participation.

8. Resources for Improving Equality

Burnside Academy receives support in progressing equality issues from Children's Services and the Council's dedicated Diversity and Inclusion Team within the Office of the Chief Executive. Within this team is a Policy Officer specialising in Diversity, responsible for providing advice and guidance regarding equality improvement.

The governing body and academy staff support improvement in equality issues, through regular review meetings of the Academy Development Plan, and the allocation of specific responsibilities to staff and the allocation of the academy's budget to making improvements, when necessary.

9. Training the Academy Workforce

It is crucial that each and every employee has the relevant knowledge and understanding to be able to do their job in an appropriate way and with due regard to equality and diversity. Teaching Staff have had the opportunity to look at the underachievement of boys, particularly in writing and the underachievement of girls in reading.
Staff have attended inset linked to the analysis of data on formative assessments throughout the academy and RAISE online/ASP materials. They have used this to respond to gender differences within cohorts'/key stages which may require intervention programmes as a part of the academy improvement planning process. Future training will involve induction of new members of staff and a continued focus on raising awareness of any gender differences in standards, performance and attitudes as children go through school.

10. Involving Women and Men in overall Policy and Planning

Burnside Academy is fully committed to giving the academy community an opportunity to be involved in, and influence, policy making and planning and to be included in the evaluation of progress. We believe this ultimately improves the services we deliver and satisfaction of customers, i.e. pupils, their parents/carers and the local community. Annual questionnaires to both children and parents/carers are provided for families to voice their views about the policies, procedures and provision in academy.

Gender Equality in Service Delivery

11. Assessing Gender Equality in Service Delivery (known as INRA)

In carrying out Equality Risk Assessments in relation to service delivery, we will adopt Sunderland City Council's equality assessment process known as INRA (Impact and Needs Requirement Assessment). This process is designed to help identify any potential inequalities in service delivery. These assessments involve checking policy and the way a policy is being delivered in practice. This process involves the manager of the service and may also involve other relevant people. Information from customer feedback, outcomes from any consultations and any available data on the take up or satisfaction of services all feeds into these assessments.

The outcomes of the assessment, including any actions or need for more information will be recorded. When the assessment is complete it is checked by an equality representative and be ultimately signed off by a senior manager. Actions identified to improve gender equality issues will be included in an action plan and will be attached to this Scheme.

12. Gender Equality Monitoring in Service Delivery

Inspire Multi Academy Trust has systems installed to measure take up, usage, satisfaction and complaints in service delivery split by gender. The academy will be responsible for the collection and analysis of information relevant to our institution e.g. recruitment of academy staff, curriculum access, out of school activities, achievement by boys and girls.

Where gaps or trends occur that differ between women and men or girls and boys, this will prompt the need to carry out a full equality assessment (INRA). Once this check has been completed, and the causes of any gaps identified, actions and targets will be set for improvement.

Progress reports will form part of the academy's performance management processes, see section 23 of this document for more details.

13. Complaints from Academy Community

Burnside Academy has a complaint's procedure in order to provide our school community with an opportunity to register their views when a service has failed to live up to expectations. We welcome feedback from our school community and believe that this ultimately helps us to deliver better services.
In the first instance the school community would be advised to take up any issue with Mrs L Kelly, Headteacher. We hope such issues can be resolved quickly at that point, however if this proves unsatisfactory, a formal process exists as follows; -

Burnside Academy's Complaints Policy

We are committed to providing a safe, stimulating, consistent and accessible service to children and their parents/carers. We always aim to provide high quality services for everyone, but accept that sometimes things do not always go to plan. In such circumstances, we want to know so that we can put them right and learn from our mistakes. This policy constitutes the setting's formal Complaints Procedure. It will be displayed on the premises at all times.

Under normal circumstances, the Headteacher will be responsible for managing complaints. If a complaint is made against the Headteacher, the Academy Trust will conduct the investigation. If a parent/carer has a complaint about some aspect of his/her child's education or about the conduct of an individual member of staff, it will often be possible to resolve the problem by simply speaking directly to a member of staff. The academy is committed to open and regular dialogue with parents/carers and welcomes all comments on its services, regardless of whether they are positive or negative.

In the first instance, parents/carers are encouraged to speak directly to the relevant member of staff, if deemed appropriate. If not, the Headteacher should be approached and they will try to resolve the problem. The Headteacher will arrange a time to meet the parent/carer concerned and any other relevant individuals, such as members of staff, to discuss the complaint.

Gender Equality in Employment

Burnside Academy believes that supporting all of our current and potential employees to acknowledge their differences and encourage them to work to their strengths, has a beneficial impact on our performance and our service delivery. We also support Inspire Multi Academy Trust in achieving its specific gender targets regarding the Trust's workforce, which are:
- to recruit and retain a diverse workforce that reflects the local population
- to make sure our employees feel safe at work and supported to respect diversity, working in an environment where bullying and harassment will not tolerated
- to provide a working environment where all employees can believe that the Trust is a good place to work
- to enable all our employees to recognise and manage diversity

14. Assessing Gender Equality in Employment (known as INRA)

In carrying out Equality Risk Assessments in relation to employment, we will adopt Sunderland City Council's equality assessment process known as INRA (Impact and Needs Requirement Assessment). This process is designed to help identify any potential inequalities in employment. These assessments involve checking policy and the way a policy is being delivered in practice. This process involves the manager of the service and may also involve other relevant people. Information from customer feedback, outcomes from any consultations and any available data on the take up or satisfaction of services all feeds into these assessments.

The outcomes of the assessment, including any actions or need for more information will be recorded. When the assessment is complete it is checked by an equality representative and be ultimately signed off by a senior manager. Actions identified to improve gender equality issues will be included in an action plan and will be attached to this Scheme

15 Gender Equality Monitoring in Employment

Records for all school staff are incorporated in the Inspire Multi Academy Trust human resource monitoring system, which gathers statistical information on all aspects of employment. This means that the Trust can more effectively monitor gender in relation to the following:

Recruitment
- Requests for job information
- Applications returned
- Those short listed
- Those tested
- Those interviewed
- Those successful

Employment
- Existing employees
- Promotion
- Requests for training
- Training received
- Grievance
- Discipline
- Harassment
- Leavers

Our external personnel administrative provider is responsible for co-ordinating the gathering and analysis of this information, with support from the senior leadership team.

Employee satisfaction information is also collected through regular employee surveys, the results of which will be analysed by gender.

16 Gender Related Harassment

Burnside Academy will not tolerate any form of harassment or bullying from any source, including from governors, managers, employees, pupils, customers, service users and contractors, recognising that such behaviour is unpleasant, unfair and unlawful.

Burnside Academy recognises its responsibility to protect its employees from harassment during the course of their work. We will also not tolerate any form of victimisation of employees who have reported harassment or given information regarding the harassment of colleagues. An employee harassment policy and procedure is in place, which outlines our position on harassment and how it will be dealt with. If it is found that harassment or victimisation has taken place, then the disciplinary procedure will be used. In the case of the perpetrator being a customer or contractor then suitable sanctions will be applied.

The harassment procedure offers employees an opportunity to seek advice regarding harassment and to register a harassment complaint. The procedure outlines each step that a victim of harassment can take, and includes the use of trained harassment advisers within the Trust's appointed provider and an external conciliation and mediation service.

Sexual Harassment

Sexual harassment can be experienced by either men or women, boys or girls and is where objectionable behaviour is based on the sex of an individual employee or group of employees. It may include:
• verbal or non-verbal conduct including suggestive remarks, jokes, conversations, gestures or pornographic images
• sexual contact from unwelcome touching to assault
• unwelcome sexual advances or requests for sexual favours which may be linked to promises or threats about employment prospects.
Such behaviour is unlawful and will not be tolerated by this academy. If it is found that sexual harassment has taken place, then the disciplinary procedure will be used.

Harassment on the grounds of gender re-assignment

Harassment on the grounds of gender re-assignment can be experienced by a man or a woman who intends to undergo, is undergoing or has undergone gender re-assignment. This could be disrespectful language or behaviours based on a persons intended or new gender. Such behaviour is unlawful and will not be tolerated by this academy. If it is found that harassment on the grounds of gender re-assignment has taken place, then the disciplinary procedure will be used.

17. Equal Pay

Inspire Multi Academy Trust fully recognises its responsibility under employment and discrimination legislation to remove and avoid any unlawful gender discrimination in pay. The academy takes this responsibility seriously and is mindful of this when making decision that affect pay, including appointment decisions and the grading of posts.

In respect of support staff, the academy has fully participated in the council's pay and grading review so far, and the Council's partial implementation of job evaluation in accordance with the national Single Status agreement. In respect of teaching staff, the academy adheres to the national pay scales and other national arrangements and terms and conditions that affect pay.

The academy intends to have regard to the equal pay auditing exercises that the Trust intends to carry out in the near future, and fully intends to participate in any action plans that are drawn up to address any gender pay gap that might be found across the organisation as a whole.

18 Gender Workforce Profiling

The academy is aware that it is important to understand its workforce in detail to continue to improve and support diversity. The academy will conduct a workforce profiling exercise. The aim of this exercise is to identify any gender imbalance across different job types or work across academy. This information will be used to identify improvement targets and actions in recruitment and retention

See Appendix 3

19. Employee Complaints

Burnside Academy believes that if an employee has a grievance in relation to any aspect of their employment it should be dealt with fairly, swiftly and ideally by the employee's line manager. Every effort will be made to deal with the issue informally where appropriate to do so. Where this is not possible the Trust's grievance procedure will be used. If an employee feels they have witnessed anything that they believe to be inappropriate or against academy policy, they can use the academy's Whistle Blowing Policy to register this in confidence.

20. Domestic Violence

Burnside Academy recognises that domestic violence is a very serious issue within our society, which affects many people's lives. As a service provider, there are a number of activities, which have a bearing on the way in which domestic violence can be addressed:

• promote awareness through multi-agency co-operation about the extent of domestic violence

- signpost families to appropriate agencies, such as Children's Centres, for support in dealing with Domestic Violence.
- use appropriate guidance to educate staff on dealing with Domestic Violence
- provide staff training and undertake cross-curricular work in school.

As an employer, there are a number of ways in which we can support our employees who are victims of domestic violence:
- through offering practical support
- raising awareness generally of the issues and in particular amongst managers
- providing training opportunities to employees
- by taking a clear anti-violence stance against perpetrators.

We have a policy on domestic violence covering the above and also includes guidance for managers on how to deal with domestic violence issues. For a copy of this policy, please contact the academy office.

21. Gender Equality when Buying in Goods and Services

Burnside Academy adheres to Inspire Multi Academy Trust's Corporate Procurement function, which lays down the standards on how goods and services should be acquired. This standard applies to all services across Sunderland Council including academies. The standards make sure gender equality is built into each stage of our processes for buying in goods and services. This includes how we advertise a contract opportunity, the selection process, agreeing the contract and checking the contractor's performance. We also believe that having ongoing relationships with organisations and businesses gives us an opportunity to promote equality, including gender equality, and influence their commitment and approach to equality. This means encouraging these organisations and businesses to take equality seriously in all that they do, not just meeting contractual requirements. So those standards will soon be revised to include guidance that will help us to promote equality good practice to organisations and businesses contracted to us.

22. Gender Equality in Partnership Working

Burnside Academy believes that equality should be an agreed principle when entering into any partnership with an outside organisation or association. The Trust appointed provider has developed a Partnership Strategy which provides advice and guidance when entering into partnerships and use is made of that strategy as appropriate.

23. Monitoring Overall Gender Equality Progress

- Quantitative measures for monitoring – data analysis from optional and statutory assessments in Autumn, Spring and Summer.
- Qualitative measures – INRA assessment tool plus parent/pupil and staff questionnaires (annual), audit of resources in school (annual), informal discussions with the school community, termly review of action plans.

Progress will be published termly in the Headteacher's report to governors and annually to parents through review process/academy profile.

24. Reviewing this Gender Equality Scheme and Action Plan

In accordance with the law, this academy will fully review this scheme and action plan on a three yearly cycle. This will involve full consultation with women and men in line with the approach taken for the schemes development.

25. Gender Equality Action Plan

To support this scheme, an INRA has been completed and issues identified as part of that exercise have been used to create an Action Plan outlining the specific activity we plan to undertake to improve gender equality. Please see Appendix 1 of this document.

Reviewed Mrs L Kelly November 2017
Signed: Mrs L Kelly …………….………….
Signed: Mrs M Thomas ………..……………
Date: November 2017

Gender Equality Scheme Action Plan 2017 to 2020 -appendix 1

Priority/Target	Key Actions	Timescales	Responsibility
Monitor gender differences in performance at end of each academic year	Intervention programmes to be delivered to close gaps.	Monitor termly following assessments.	J Downey DHT/ Assessment lead L Kelly Head teacher
Ensure equal gender participation at after academy clubs	Monitor involvement in extra-curricular activities through database and analysis of attendance records. Develop opportunities that appeal to both genders.	Termly analysis	L Kelly Head Teacher L Huntley –Academy Administrator
To ensure curriculum promotes equality and meets the needs of learners.	Evaluate curriculum provision and impact particularly for identified groups in curricular areas.	Termly monitoring – lesson observations	SMT
Ensure that displays in academy show positive images relating to gender	Audit of displays re: gender. Develop use of positive role models.	Termly monitoring	SMT

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Burnside Academy - Equality Assessment Template (INRA) Version 4 appendix 2

It is important to make sure you are, or have planned all that is necessary to meet the needs of all different types of customers. This template helps you to do that by allowing you to equality check a service, function or major project. The law requires such checks to be carried out in order to identify any potential inequalities or barriers that could be discriminatory. It is not sufficient to presume everything is ok, the Trust is now expected to test and be able to demonstrate equality in everything it does.

When should you complete this assessment?

When any of the following is correct:

- A new service, function, major project or policy is being planned
- An existing service, function, major project or policy has not yet been assessed or is significantly changing
- Information from consultation, equality data, complaints or another source suggests a possible equality issue relating to the service, function, major project or policy
- An existing service, function, major project or policy has not been checked for three years.

Please read the guidance notes associated with this template.

Briefly describe the service, function, or project being assessed. If you are assessing a document but are not directly responsible for its delivery i.e. a corporate policy or strategy, please go to section 5.
Part of academy Risk Register and Risk Management Plan

Title of any strategy, policy, procedure or plan related to the service, function or project being assessed
Children's Services strategies and guidelines, DEF, Statutory Entitlement

Please state why you are doing this INRA (pick from list above).
Recommended as a 'low risk'

Equality Impact Assessment (EIA) Guidance notes

Section 1 Aim of Service, Function or Project

1 What is the overall aim of the service, function or project, what are you ultimately trying to achieve?
Delivery of education to Primary Academy aged children

2 Is this compatible with the principles of equality, access and inclusion as outlined in the Trust's Equality Plan? Briefly describe how.
Academy will adopt the Children Services Single Equality Policy

3 Give a broad description of what is being done or planned to help deliver the above aim. How is or will equality be promoted throughout this? Please give brief details.
Through PSHE curriculum, annual Health & Safety Week, DES group and risk assessments

4 Who will receive or benefit from this service, function or project? Please list any groups or types of people more likely to be affected than others.
Staff and Academy aged children

Section 2 Delivering the Service, Function or project

5 Does the delivery of the service, function or project require you to interact with the public? If yes, please explain the circumstances. Broadly when, how and where does or will this happen?
Yes – parents\carers, extended services, community services

6 When interacting with the public, have the needs of different people been provided for or planned? Please explain, see guidance notes and attached Example Barrier Sheet to help with this. Mark any gaps you believe may exist and state any actions to be taken or planned to correct this. If you need help with this, please mark this and see guidance notes.
Yes –quiet room for private discussions, offer alternate styles of writing, speak in plain language, clear signage for public in and around academy, disabled toilet available, access on one level to make access to building accessible, automatic door entry to access the main office, staff have good communication skills and a positive attitude to the general public. There is some flexibility of working arrangements. There is no visual alert when the fire alarms are activated.

7 Have all of the staff interacting with the public received appropriate equality training? If so, give brief details of what was provided and when. If not, mark this as an action.
Action point for staff to access e-learning equality training.

8 If you are assessing a new or planned service, function or project, please skip this question. Otherwise give brief details of any feedback or complaints received regarding equality issues in the delivery of the service, function or project. If action has been taken or planned to address issues, please give details. If barriers are unavoidable please explain why. If a response still needs to be identified or consultation is required to further understand issues, mark this as an action.

Section 3 Equality Data and Information Gathering

9 How is, or will, success be measured in relation to the aim stated in question 1?
Performance Management, data analysis of children's progress and attainment, academy self-evaluation procedures eg parent questionnaires, pupil voice questionnaires

10 Can or will success be measured broken down by race, gender, disability, age, religion and sexuality? If yes to any, please give details of how this information is collected. If it is not appropriate or possible to collect this information, please explain why. If this information can be collected but isn't or has not been planned, mark this as an action.
CPOMS records, Record of incidents of racism, record of bullying incidents, monitoring of pastoral files, interviews termly with disabled children through SEND reviews.

11 Please explain what happens to any information collected, or what you plan to do with the information. If nothing, mark this as an action and see guidance notes.
Information will be used to identify priorities for action.

12 If you are assessing a planned service, function or project, please go to question 16. Otherwise does the analysis show any differences or gaps for different groups? Please see guidance notes. If yes, please describe.

13 Explain what has been done or planned to reduce the gap. If differences are unavoidable please explain why. If action may be possible but not yet taken or planned, mark as an action.
Further development of race relations and community cohesion policies which celebrate cultural differences - raise awareness and understanding of how diffident cultures function in the majority white British community.

Section 4 Consultation

14 If a gap has been identified in question 12, explain the cause. If the cause is not clear, has consultation been carried out or planned to help identify the cause, please give details of this. If you believe consultation is not necessary or possible, explain why. If consultation is necessary to identify cause of gap, but none has happened or is planned, mark this as an action and see guidance notes.

15 Has the reason for the gap or trend been identified? If yes give details of cause. If consultation has not identified cause of gap, please see guidance notes.

16 If a new service, function or project is being planned, give details of any consultation carried out or planned to make sure the service, function or project intends to meet requirements of all intended to benefit, those identified in questioned 4. If not, consultation may be required. Mark this as an action and see guidance notes.

17 Have any actions been carried out or planned as a result of consultation outcomes. If no action possible, please explain why.

18 Have the details of any consultation done or planned been recorded on the Council's Consultation Database? If not mark this as an action and see guidance notes.

Section 5 Community Relations

19 Could there be any reason why the planned or existing service, function, project or document may be perceived as benefiting some more than others, or having a negative effect on some? If yes, please explain. Give details of anything been done or planned to offset this. If nothing can be done, please explain why. If something can be done or consultation required, please mark as an action.
20 Do you have any reason to believe that this could possibly lead to tensions between different groups or individuals in our community? If yes, please explain and see guidance notes. Have you planned or done anything in anticipation of this?

Section 6 Documentation

21 Do any associated policies, strategies, project plans or procedures include the following information:
-The overall aim of the policy, strategy or plan - *included in all of the policies*
-Who it is intended to benefit? – *the academy community*
-How it is compatible with the Trust's Equality Plan in principle – *it is broadly in line with the LA*
-How in practice it will meet the different needs of all who are intended to benefit and promote equality – *through flexibility, ongoing assessments, reviews, reasonable adjustments*
-How consultation has, or will, be carried out and whom it will include? Please see guidance notes – *consultation is with all stakeholders (pupils, staff, parents, governors, outside agencies) DES is annual, data analysis is termly which includes vulnerable pupils (FSM, PP, EAL, SEND, CP)*

-How equality data and information will be collected, broken down by different groups, monitored and used. Please see guidance notes.

This is shared with parents\carers and governors termly

If any of the above are not included please explain why, or please mark as an action to include.

22 Is the document available to the public? If so, is the document accessible and user friendly, and does it contain details on how to arrange for it to be produced in different format? Please see guidance notes. If not, please mark as an action.

People are entitled to certain levels of information which is released where appropriate subject to the Data Protection Act and Freedom of Information

Section 7 Action to be taken forward

Skim through your answers above for any marked actions or issues. Discuss these with any other relevant officers, and agree the specifics of actions to be taken forward, including deadlines and responsibility. Mark this below. If you are unsure about any of the questions or actions to be taken forward, please contact your directorate Equality Representative, see guidance notes for contact details.

Next Steps:
- *Staff to access e-learning equality training.*

1. Sign and date below and then forward this template to your Directorate Equality Rep (see guidance notes for names), so that they can collate the equality actions for your Directorate's Equality Action Plan
2. When this is returned and signed by them, forward this to your line manager if approval is needed for any actions in section 7.
3. Transfer actions over to relevant service plans
4. Progress the agreed actions and report progress to your line manager and the Directorate Equality Rep when required.

Name, signature and job title of person carrying out this assessment

Headteacher ………………………………..Date:

Names and signatures of any others involved in the assessment, and
their relevance
Date:

Name and signature of Directorate Equality Representative checking
this assessment. See guidance Notes

Date:

Name and signature of Head of Service giving approval for actions listed in Section 7

Date:

Equality Assessment (INRA) Guidance Notes

These guidance notes accompany the Equality Assessment (INRA) Template. The numbers below correspond with the question numbers on the template.

1 Give a description or title of the service, or aspect of service, function or project e.g. Street Lighting function or Flexible Working Project.
2 Give the title of any related documentation that covers how the service, function or project is to be delivered e.g. Customer Services Strategy.
3 State if the service, function, or project is new, or if it is changing, if so state what that change is. If this assessment is a 3 yearly renewal. Please state if it's the 2_{nd} or 3_{rd} etc renewal.
4 Give your details. You should be the person who manages the service, function and project.
5 Give details of any other person involved in the assessment. This could be a colleague from a related service, front line staff employee, a member of a consultation group, anyone else who could help to make the assessment as objective and possible. It is not essential that more than one person is involved but this should be arranged where ever possible to do so.
6 Mark your signature and the date when you completed the assessment.
7 Does the academy have an equality lead who could check the INRA?
8 When you have completed the assessment, you need to pass it to your Equality lead for checking and recording. They will sign and date this question when they have checked it and then pass it back to you.
9 Name of your Head Teacher.
10 When the assessment has been checked, you need to forward it to your Head of Service or Director. If they give approval to progress the actions listed in Section 7, they need to sign and date this box.

Section 1 Aim of Service, Function or Project
11 Describe what it is that the service, function or project is trying to ultimately achieve or provide.
12 State if you think this is in line with the principles of equality and fairness and not likely to undermining, marginalizing or exclude any groups or individuals you intend to benefit or affect. This links to question 14. To help prompt you, please see the list of People and Needs at the back of this guidance.
13 Explain in brief your main approach or how the service, function or project is or will being delivered, what is broadly involved.
14 List the people or groups who are intended to benefit or be affected by the service, function or project e.g. general public, pupils, recruitment candidates, the academy's workforce, partner organisations etc.

Section 2 Delivering the Service, Function or Project
15 Briefly describe any contact you have with the public and when and where this happens
16 Using the list of People and Needs at the back of this guidance as a prompt, check that you have, or have planned provision to meet the needs of all the different kinds of people you intend to benefit or effect. This links to question 14. If this is not appropriate, please explain why. If there are gaps in provision, please state what you think they are. If you think that nothing can be done about the gaps, or you have plans to address them,
please explain. If you are unsure is there is a gap or how to address it, mark this and contact your Equality lead.
17 Mark if any employees, dealing with the public, have received any form of equality training. If so, give details of what training was received and when. If no training received, mark this as an action.

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18 Give details of any complaints, feedback, comments that relate to equality issues. If you think nothing can be done about any issues, or action has already been taken or planned to address issues, please explain. If you need consultation in order to understand the issue and respond appropriately, you can draw on the Council's consultation strategy at
http://cityweb/directorates/corporate-services/performancemanagement/
Consultation/Consultation Strategy/consultationstrategy.shtml

Section 3 Consultation

19 Give details of any consultation done or planned. This could include formal or informal focus groups, service user forums, questionnaires, individual meetings etc. State who it involved or will involve, what form it has or will take, when did or will it happen. If you believe consultation is not necessary, explain why you think this.

20 Mark if any consultation done or planned has been recorded on the Council's Consultation Database. For information about the database see http://cityweb/pages/top
%20Navbar/consultation2004/list.asp

21 State if you think that the consultation is adequate or if you think there are any potential consultation gaps. Are you confident you understand the needs of those you intend to benefit or affect.

22 Give details of any equality issues, barriers, comments raised

23 If the issues can't be addressed state why or give details of any action taken or planned. If you believe more investigation is needed to understand issues, please describe your next steps or contact your Equality lead for advice.

Section 4 Measuring Success

24 Explain any methods you have for measuring whether you have met the aim or how you will know you have been successful.

25 State if you have the facility, or plan to have the facility, to break down take up, use, success or satisfaction by the following; race, gender, disability, age, religion, sexuality. If you do not collect this, or it is not appropriate to do so, please explain why. Contact your Equality lead for advice.

26 Explain what you do with any information you collect, is it reviewed or analysed in any way. If you collect it but don't analyse it, mark this as an action or explain why. Contact your Equality lead if you need advice.

27 Explain any positive or negative trends that show for any groups e.g. take up for ethnic minority people is lower than white people in proportion to their numbers in the city or satisfaction levels for disabled people are lower than the satisfaction levels for non-disabled people using the same facility etc.

28 Explain what you have done, or have planned, to address any differences e.g. set up women only swimming classes or improved disability access

Section 5 Community Relations

29 This question may relate to your answer to question 14. Might the community perceive bias towards any one group? If so, please explain this, and state if anything has been done or planned to offset this.

30 Explain any reason why the new or existing service, function or project potentially may lead to tensions between different groups or individuals in the community?

Section 6 Documentation

31 State if any related document/s contain this information. If not, state if you think they should. If yes, mark this as an action.

32 State if the document/s are available to the public or can be requested by the public, or if they are only designed for internal use. If available externally, state if the document has a written statement explaining how to request alternative formats, and if the document/s is presented in a way that makes it easy to read and accessible.

People and Needs

Barriers

- Inaccessible physical environment – no lifts, no ramps, ramps to steep, none visible walk ways, can lead to inability to get access to the service or facility
- Lack of accessible alarm system – alarms that have only visual or audio warning alerts, can lead to fear of emergency situation and refusal to use the building
- Lack of baby changing facilities – not convenient or socially acceptable to use toilet facilities instead, can lead to embarrassment and refusal to use the building
- Lack of appropriate accessible signage – signage not visible or presented early enough on route, can lead to confusion, getting lost, frustration and inability to access the service or facility

- No or poor provision of accessible parking facilities – spaces not positioned appropriately, bay to small, car park in wrong place, can lead to dangerous dismounting from a vehicle, inaccessible route to service or facility, refusal to use the car park and therefore service or facility
- Inaccessible written communication – lack of information received
- Inaccessible verbal communication
- Inaccessible face to face communication
- Inaccessible electronic information
- Over complex written language
- Over complex verbal language
- Perceived negative unhelpful image
- Inappropriate language
- Inappropriate behaviours
- Unnecessarily restrictive policies or procedures

Different People affected by the above

- Young people
- Mobility impaired people
- Sensory impaired people
- People with learning disability
- Ethnic Minority including travelling people
- Older people
- Single parents
- Unemployed people
- Women
- Men
- Lesbian, gay, bisexual
- Transexual and transgender people

- People with low basic skills – reading and writing
- People with Long term ill health
- Asylum seekers
- Refugees
- Ex-Offenders and convicts
- Economically disadvantaged

Potential Solutions

- Making service delivery environment accessible
- Install visual and audio indication emergency alarm
- Install independent baby changing facilities
- Provide appropriate accessible signage
- Advertise and be able to provide all public documentation in alternative formats and languages
- Provide Text phone
- Provide sign language interpretation
- Provide pictorial representation
- Adopt and apply all available web access standards on Internet website
- Adopt and apply standard for use of simple, user friendly written language
- Adopt and apply standard for use of simple, user friendly verbal language

Workforce Profile as at September 2017

Job Title	Male	Female	Ethnicity White British	Disability
Headteacher	0	1	1	0
Teacher	2	5	7	0
Clerical	0	2	2	0
Support Assistant	0	7	7	0
Mid-day Supervisor and assistants	0	4	4	0
Cleaner	0	3	3	0
Site manager	1	0	1	0
Total	**3**	**22**	**0 ethnic**	**0**

Total staff 25

Pupil Profile as at September 2017

Gender		Ethnicity		Disability
Male	Female	White British	Not white British	
74	97	171	0	0

Total pupils 171

Annual Themed Weeks

Health & Safety Week
Anti-bullying Week
International Week

Enrichment September 2017

Activity	Gender	Year	Provider	Duration
Football	Female	Y5-Y6	Mr Walker	Full year
Newsletter	Female	Y5-Y6	Miss Whiffin	Full year
Sports/Games	Female	Y1-Y2 Y3-Y4	Miss Soulsby	Autumn term Spring term
Arts and crafts	Female	Y1-Y2	Miss Horn	Autumn term
Mad lab	Female	Y1-Y2	Miss Witte	Autumn term
Choir	Female	Y3-Y6	Miss Cunningham	Aut term
Performing Arts	Female	Y3-Y6	Miss Cunningham	Autumn term
Cooking	Female	Y	Mr Price	Autumn/Spring term

8 activities

Fatfield Academy, Race, Religion and Belief Equality Action Plan September 2017-September 2020

Improvement activities	Key action points/ monitoring	Person responsible	Time scale	Pupil participation
Race, religion and belief activities provided through RE curriculum, SEAL and themed weeks	• Monitor provision and coverage of curriculum through monitoring programme. • Audit resources	RE leader/ whole staff	On-going	All pupils participate in programmes of study
All staff and governors are aware of the advice about race, religion and belief in the Equality, diversity and Community cohesion Policy, new staff made aware during induction process	• Copy of policy in BM office.	HT, governors and whole staff	On - going	Academy school and anti-bullying team council informed
All racist incidents recorded and reported. Appropriate action taken	• Incidents logged in racial incident log in HT office. • Governors are informed about the number of racist incidents termly.	HT	On-going	none
Enrichment and links internationally and locally will further raise the profile of race, religion and beliefs.	• Establish links with a partner school in China. • Monitor visitors in academy • Pupil participation • Pupil displays	All staff	On going	All pupils to participate in assemblies and where possible benefit from visitors. Assembly highlighting China partnership and visits. 2018 – HT visit to China 2019 – pupil visit to China
Analyse data of different groups of pupils to ensure progress and attainment are in line with all pupils nationally	• Termly data collection and analysis	All staff	termly	none

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Burnside Academy age and Sexuality Equality Action plan September 2017-September 2020

Improvement activities	Key actions/ monitoring	Person responsible	Time scale	Pupil participation
All staff and governors are aware of the advice about age and sexuality in the Equality and diversity Policy, new staff made aware during induction process	Copy of policy in main office.	HT, governors and whole staff	Reviewed every 2 years	Academy school council informed
PSHE, SRE curriculum and assemblies give opportunities for children to discuss areas of academy life where age may have an influence eg levels of independence around academy. Reinforcing at the same time the expectation that all pupils regardless of age will work hard and behave well in school.	Monitor provision and coverage of curriculum through monitoring programme.	HT and all staff	On going SRE curriculum – each summer term	All pupils across academy
Ensure opportunities are provided to support children in discussing areas of sexuality that may affect them in their lives, so that they know they can talk in a safe caring environment and any questions they have are answered honestly	Worry boxes in classrooms. SRE curriculum – summer term	HT and all staff	On-going	All pupils across academy

A system put in place to investigate any bullying incidents regarding sexuality or ageism and parents/carers informed	Record incidents and review with victims. Worry boxes Anti-bullying team	HT and all staff	On-going	All pupils across academy

Burnside Academy Gender Reassignment, Civil partnership and Marriage, Pregnancy and Maternity Action plan September 2017-September 2020

Improvement activities	Key actions/ monitoring	Person responsible	Time scale	Pupil participation
All staff and governors are aware of the advice about Gender Reassignment, Civil partnership and marriage, Pregnancy and Maternity in the Equality and diversity Policy, new staff made aware during induction process	Induction programme.	Governors and HT	on going	None
Ensure opportunities are provided to support children in discussing areas of Gender Reassignment, Civil partnership and marriage, Pregnancy and Maternity that may effect them in their lives, so that they know they can talk in a safe caring environment and any questions they have are answered honestly	Worry boxes in classrooms. SRE curriculum – summer term	HT and all staff	On-going SRE curriculum each summer term	All pupils
A system put in place to investigate any bullying incidents regarding sexuality or ageism and parents/carers informed	Record incidents and review with victims. Worry boxes Anti bullying team	HT and all staff	On-going	All pupils aware of reporting systems