



HuishEpiscopi

## **ACADEMY POLICY**

### **Equality and Diversity Policy**

February 2021



<b>Document title</b>				
EQUALITY AND DIVERSITY POLICY				
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Academy Policy			Andrew Woodward	
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Post		Online		Principal
<b>Notes</b>				

## **COMMITMENT TO EQUALITY AND DIVERSITY**

At Huish Episcopi Academy and Huish Sixth, we are fully committed to ensuring and promoting equality of education and opportunity for all students, staff, parents and carers in receipt of services from the academy, irrespective of gender, race, disability, sexual orientation or any other protected characteristics as laid out in the Equality Act 2010. Every member of our community matters. As an Academy, we provide education to students, we are an employer and we provide services to the wider community (e.g. hire of facilities). This policy brings together the school's approach for promoting equality in fulfilling these three roles so that no group or individual feels excluded or does not achieve their potential. The scheme therefore includes students, staff, Directors, parents/carers and the community users of our facilities. It is important to recognise that treating people equally does not mean treating them the same.

Huish Episcopi Academy has an inclusive vision. We will be a leader in learning, achieving excellence in all we do. Continuous improvement and high expectations will be sustained by a culture of honesty, openness and trust which:

- is challenging, supportive and inclusive
- delivers top quality learning experiences
- develops character, responsibility and commitment
- celebrates and rewards effort, progress and achievement at all levels
- reaches out to the wider community
- recognises individuality within a vibrant community
- inspires all to improve and maximise their progress

## **ROLES AND RESPONSIBILITIES**

### **The Directors**

To ensure that the school complies with statutory requirements of equalities legislation and that this Scheme and Action Plan meet those duties. Specifically:

- The Directors have set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the Academy is fully inclusive to students, and responsive to their needs based on The Equalities Act 2010..
- The Directors seeks to ensure that people are not discriminated against when applying for jobs at our Academy on any grounds covered within The Equalities Act 2010
- The Directors take all reasonable steps to ensure that the Academy environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.
- The Directors welcome all applications to join the Academy, whatever a child's background.
- The Directors ensure that no child is discriminated against whilst in our

## **The Principal**

To implement this Scheme, ensuring staff are aware of their responsibilities, that they are given necessary training and support and to report progress to the governing body. Specifically:

- The Principal ensures that all appointments panels give due regard to this plan, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Principal promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.
- To review this scheme and the action plan annually, updating at least every third year, sooner if indicated in outcome of review.

## **SLT**

To coordinate day-to-day responsibility for the implementation of this scheme ensuring equality within each remit.

To coordinate day-to-day responsibility for the implementation of this scheme and revision of the action plan, ensuring equality of academic outcomes for different student groups.

## **Teaching Staff**

To promote an inclusive and collaborative ethos in the school in accordance with our ethos and values enabling students to access learning and maximise their progress. Challenge inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment using the established Academy protocol, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues.

## **Students**

To treat each other with respect, to explore diversity with a healthy and positive approach, to value diversity, to speak out if they witness or are subject to any inappropriate language or behaviour or feel that they have been treated unfairly.

## **MONITORING AND REVIEW**

We will review the policy annually through the Student Council during the autumn term.. Adjustments to our scheme will be made accordingly. We will monitor and review by;

- ensuring our employment practice is legal and fair to all
- analysing the examination performance for all groups of learners
- analysing attendance and exclusion data for all groups of learners
- analysing the achievement and participation in extra-curricular activities and attendance at school for all groups of learners
- analysing the views of parents and other community groups who use the school facilities
- analysing the improvements made to our physical environment and the extent to which this increases access for all groups in our wider community

The policy is available on the school website and a copy can also be requested from the School Office or alternatively we can email it to you. The policy can also be made available in different formats if requested (e.g. in Braille, simplified language, on audio-tape or video-tape)

## **LEGISLATIVE BACKGROUND**

The following legislation has been taken into account when developing this policy.

- The Equalities Act 2010
- Equal Pay Act 1970
- Sex Discrimination Act 1970
- Race Relations Act 1976 as amended in 2000
- Disability Discrimination Act 1995 as amended in 2005
- Human Rights Act 1998
- Sex Discrimination Act (gender reassignment regulations) 1999
- The Employment Equality Act (religion or belief) 2003
- The Employment Equality (sexual orientation) 2004
- Equality Act 2006
- Education and Inspection Act (Duty to Promote Community Cohesion) 2007
- Curriculum 2000 SEN and Disability Act 2001

## **OTHER GROUPS WHO WILL BENEFIT FROM THIS POLICY AS THEY MAY SUFFER FROM DISCRIMINATION ARE:**

- Children from single parent families
- Children from estranged families
- Children in care (see Looked After Children Policy)
- Children and families in crisis
- Children who are Gifted and Talented (see ASN Policy)
- Pregnant school girls
- Transient and mobile students
- Students with EAL
- Young Carers
- Refugees and Asylum seekers
- Poor attenders
- Disaffected learners
- Students who misuse illegal substances
- Students with pronounced medical needs
- Students with mental health difficulties and those who self-harm
- Students who are home tutored

## **CONSULTATION AND DISSEMINATION**

This policy has been produced with reference to non-statutory advice provided by the DFE, our partner charity SARI, (Stand Against Racism and Inequality 2019-2021), Pupils, Parents, Carers and Staff. We have also incorporated;

- advice and guidance from SARI
- feedback from the annual parent questionnaire, parents' evenings, parent-school forum meetings or directors' parent-consultation meeting
- Input from staff surveys or through staff meetings / INSET
- feedback from the school council, PSHE lessons
- Issues raised in annual reviews or reviews of progress on Individual Education Plans and Annual Reviews

- feedback at Director meetings.

The policy is available from the school website, or on request from the main school office. A report on its progress will be uploaded to the website annually. This policy incorporates an action plan to cover a three-year period from 2020 to 2023. We will report on the progress and impact of our scheme annually and prepare a new three-year plan from 2023.

## **THE HUISH EPISCOPI ACADEMY COMMUNITY**

Huish Episcopi Academy is a large rural secondary school. Learners are drawn from a rural setting of high employment, however, a number of students live in isolated areas and there are pockets of serious socio-economic deprivation which can be hidden. The number of students who receive Free School Meals are below the National Average. We have few students from ethnic minority backgrounds. The number of students from backgrounds other than English, faiths other than Christian or whose first language/language spoken at home is not English is well below the National Average. The isolated nature of some of our communities can also mean that some families and communities are not exposed to a mixture of cultures, religion and beliefs. We have a number of students who are from Service Families due to our close proximity to a military base (Yeovilton), however these families tend to be permanent postings.

This policy will be implemented in accordance with the relevant statutory requirements, taking into account all available official guidance and relevant codes of practice.

### **The academy operates equality of opportunity in its everyday practice in the following ways:**

#### **1. Safer Recruitment:**

- 1.1 Ensure that job applicants and employees are treated solely on the basis of ability and potential, regardless of any distinction in relation to protected characteristics or distinction through socio-economic background, trade union membership or any other inappropriate distinction.
- 1.2 Promote diversity, equality and equity for all staff and value contributions made by individuals and groups from all backgrounds, as typified by the academy Equality and Diversity Working Group.
- 1.3 Promote and sustain an inclusive and supportive work environment which affirms the equal and fair treatment of individuals and does not afford any unfair privilege to any individual or group.
- 1.4 Treat part time staff fairly and equally to full time staff.
- 1.5 Challenge inequality, inequity and less favourable treatment in all forms wherever practically possible.
- 1.6 Promote a working environment where staff feel valued and supported, have access to sources of advice on issues arising and are encouraged to continue their professional development using the academy's training package as a starting point.
- 1.7 Promote an environment free from harassment and bullying of any kind or on any grounds, (protected characteristics and beyond), where students, staff, parents and carers treat each other in a courteous manner.
- 1.8 We do not discriminate against staff, students, directors or any other academy stakeholder in relation to protected characteristics, a principle which also applies to how staff, students and directors treat visitors, volunteers, contractors or any other persons in contact with the academy at any given time.

#### **2. Teaching and Learning:**

- 2.1 Our vision statement strongly conveys our commitment to creating an academy that focuses on academic and character development, seeing both as equally important for success in the modern world. As such we promote equality and diversity through PSHE lessons, , RE lessons, assemblies and themed tutor sessions. These learning sessions will also aim to prepare students for life in the hugely diverse society that is 21st Century Britain, reflecting life within and beyond our local academy community

- with a particular focus on protected characteristics. In our learning we will challenge all discriminatory attitudes, behaviours or prejudice. We will ensure equality of access to all learning for all students and will continue to develop a broad and balanced curriculum offer that caters to the needs of all our students.
- 2.2 Our curriculum will be reviewed as an on-going process taking into account legislation, government guidance, current affairs
  - 2.3 Where required, staff will be offered relevant training advice and guidance in terms of delivering the curriculum with regards to equality and diversity
  - 2.4 Ensure that all students have equal access to all aspects of the curriculum
3. **Admissions and Exclusions:**
    - 3.1 All admissions arrangements from YR7 onwards are fair and transparent. We do not discriminate in any way whatsoever with regard to admissions. Exclusions will always be based on and follow the guidelines within the behaviour policy. Additionally, we will closely monitor exclusions in relation to equality and diversity.
4. **Responsibility for Implementation:**
    - 4.1 The Principal and the Senior Leadership Team will oversee the implementation of this policy with Mr. Woodward having strategic responsibility for all matters related to Equality and Diversity.
    - 4.2 The Teaching and Learning Committee will have responsibility for quality assuring the learning for students in respect of equality and diversity.
    - 4.3 The Pay and Personnel Committee will have responsibility for quality assuring staff matters relating to equality and diversity.
    - 4.4 Academy full board will quality assure both areas termly with reports from relevant SLT members.
5. **Responsibility and Liability:**
    - 5.1 All members of staff remain personally responsible for ensuring they behave and act both within the law and within the stipulations of this policy. The Senior Leadership Team are responsible for ensuring that all staff perform their duties in a lawful and proper manner providing appropriate training as required. All forms of discrimination by any person within the academy's responsibility, (staff, students, directors), will be treated seriously. Such behaviour is unacceptable and may lead to disciplinary action being taken.
    - 5.2 All staff are responsible for ensuring correct behaviour amongst the student body with respect to equality and diversity with a particular focus on protected characteristics. Students found to be in breach of behaviour guidelines regarding protected characteristics and therefore acting in an unlawful way with regard to the Equality Act, (2010), will be sanctioned in accordance with the behaviour policy and where appropriate, will be reported to the local police.
6. **Related Policies:**
    - 6.1 All related academy policies will reflect this Equality and Diversity Policy statement.
7. **Recruitment, Selection and Promotion:**
    - 7.1 Staff and Directors involved in making appointments will ensure that in recruitment procedures any advertisements, job descriptions, short-listing and interview procedures are without any direct or indirect discrimination unless there is an especially exempt area.
    - 7.2 All applicants applying for posts at the academy will receive fair treatment and will be considered solely on the basis of ability to do the job.
    - 7.3 Staff and Directors with responsibility for recruitment will undergo appropriate training to ensure that they are able to do so without risk of discriminatory practice taking place.
    - 7.4 Promotion/advancement will be on merit/performance. All decisions related to this will be made within the overall framework of the Equality and Diversity Policy.

## **TACKLING DISCRIMINATION**

Harassment has a legal definition in the Equality Act 2010 and may be summarised as unwanted and unreciprocated conduct related to a protected characteristic which has the purpose or effect of violating the dignity of an individual, or creates an intimidating, hostile, degrading, humiliating or offensive environment for the individual.

The harassment of any students or staff on the basis of a protected characteristic is not tolerated at the academy. Senior Leaders are expected to deal with any issues regarding staff. All staff are expected to deal with discriminatory incidents that may occur with regard to students. They are expected to know how to identify and challenge prejudice and stereotyping and to support the full range of diverse needs according to an individual's, (staff and students), individual circumstances.

All incidents should be reported to the Designated Senior staff member with responsibility for Equality and Diversity. All incidents are recorded and reported to the appropriate authorities, (when required), in line with the behaviour policy. Staff should be aware of the Confidential Reporting Policy with regards to any staff concerns related to Equality and Diversity.

### **WHAT IS A DISCRIMINATORY INCIDENT?**

Harassment on the grounds of a protected characteristic can take many forms including verbal or physical abuse, (verbal abuse often can be disguised as 'banter'), exclusion from activities or groups, unwanted comments, jokes and looks, graffiti and vandalism. In the case of racist incidents, a racist incident is defined by the Stephen Lawrence Inquiry Report, (1999), as 'Any incident which is perceived to be racist by the victim or any other person'.

#### **Types of discriminatory incident**

- Verbal abuse/threats on the basis of a protected characteristic
- Physical assault against a person because of belonging to a protected characteristic group.
- Use of derogatory names.
- Use of derogatory graffiti.
- Provocative behaviour, gesturing, insignia or badges on clothing that are discriminatory.
- Bringing discriminatory materials into the academy
- Accessing discriminatory material on-line when in the academy
- Incitement of others to bully/discriminate on the basis of a protected characteristic
- Attempts to recruit individuals into discriminatory organisation/groups
- Ridicule of an individual for a perceived difference e.g. taste in clothes or music, appearance, faith.
- Refusal to co-operate with or extend common courtesy to an individual on the grounds of any protected characteristic.

Any issue of this type, (or type not listed here but deemed to be discriminatory), must be reported immediately to the Designated Senior staff member.

### **MONITORING AND REVIEW**

Academy directors will monitor the impact of this policy statement to determine effectiveness including updates from the designated Senior lead staff member and when appropriate, review of the policy itself along with employment records and other relevant data.

Monitoring may include:

- Collection and classification of students/staff regarding heritage status, gender, disability.
- Examination of the success rate, (students and staff), of these groups compared to others.
- Reviewing training and promotional records for staff including decisions made and reasons given regarding promotion/advancement.
- Monitoring applicant lists to ensure that the principles of this policy are being applied.

The results of monitoring will be reviewed at regular intervals as part of the quality assurance process carried out by governors, (see point 4: responsibility for implementation), consideration will be given to adjustments to this policy during monitoring review.

## **APPENDIX A**

### **Definitions - Protected Characteristics**

#### **Age**

A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

#### **Disability**

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

#### **Gender reassignment**

The process of transitioning from one gender to another.  
(See Appendix B for specific guidance on transgender students)

#### **Marriage and civil partnership**

Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

#### **Pregnancy and maternity**

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

#### **Race**

Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

#### **Religion and Belief**

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

#### **Sex**

A man or a woman.

#### **Sexual orientation**

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

## **APPENDIX B**

### **Guidance on transgender students**

There is no universal experience of being trans, so wherever possible, pupils will be given the opportunity to self-identify, rather than having labels assigned to them. All considerations will be made on an individual case-by-case basis and wherever practically possible and when safe to do so, conversations will take place with both students and parents.

If a pupil in our academy identifies as trans or gender questioning, we will:

- See an opportunity to enrich the school community and to challenge gender stereotypes and norms on a wider scale, rather than treating it as a problem
- Listen to the pupil and their parents and wherever possible follow their lead and preferences
- Avoid, where possible, gender segregated activities and where this cannot be avoided, allow the pupil to fully access the activity that corresponds to their gender identity
- Ensure the school community is aware of the need to challenge transphobia, as well as sexism, homophobia, and biphobia.

Keep in mind that we are representing the best wishes of the child, so take the wishes of the child into account as a starting point and in cases where there is disagreement between student and parents regarding gender identity, our role is to represent the interests of the child.

In cases where a student presents as non-gender specific/gender fluid, they will be accommodated according to the gender they feel most comfortable with. However, if they cannot decide what this might be they will be accommodated separately wherever [practically possible. When not possible they will be accommodated according to their sex. Staff at the academy are not in a position to make judgements regarding competency of children's decision-making with relation to gender identity. Where parents feel that their child is not capable of making competent decisions they need to seek advice from the appropriate medical professionals.

Do not assume to share confidential information regarding the child's wishes with the parents; you should consult with the child regarding discussions with parents unless you have a safeguarding reason for not doing so, and remember that being trans or gender questioning is not a safeguarding concern in itself.

### **Toilets**

Pupils have the right to access the toilet that corresponds to their gender identity, and to refuse to allow this is likely to amount to discrimination under the Equality Act.

We provide access to a single stall toilet for any pupil who needs increased privacy for any reason (although you cannot require a child to use such a toilet).

Ideally, schools would provide a mix of toilets, including:

- Single gender toilets
- Accessible single toilets
- Blocks of floor-to-ceiling toilets that can be used by everyone, with sanitary bins in each cubicle. We do not have these currently but this remains an aspiration for future consideration at Huish Episcopi Academy

## **Changing facilities**

We discuss the use of changing rooms with trans pupils and assess their needs on a case-by-case basis. In all cases, pupils should have access to the changing room that corresponds to their gender identity, but if pupils need more privacy they should be provided with alternative arrangements. This could mean having a different changing area, or a separate time to change.

Any alternative arrangement must be provided in a way that protects the pupil's ability to keep their trans status confidential.

## **Trips and Visits**

Students identifying as trans have the right to access trips and visits, (including accommodation), according to their gender. All considerations will be made on a case-by-case basis and where possible in consultation with both students and parents. Where necessary, these activities will be risk-assessed to ensure that all students can participate in a risk-controlled environment.

Some sources of advice and support:

- Allsorts Youth Project
- Gender identity development service (GIDS)
- Gendered Intelligence
- GIRES
- Intercom Trust
- Mermaids UK
- Stonewall

## Meeting our duties

Under the old statutory duties all schools have responsibilities to promote race, disability and gender equality. The table below demonstrates the similarities in the old duties. The new Equality Duty for public bodies is not significantly different;

- to eliminate unlawful discrimination
- to advance equality of opportunity and
- to foster good relations between people who share a protected characteristic and those who do not.

Note that the 2006 Disability Equality Duty goes further than the other duties ensuring that public bodies take account of people's disabilities, even where that involves treating people more favourably.

### Race equality

1. Eliminate unlawful discrimination
2. Promote equality of opportunity
3. Promote good relations between people of different racial groups.

### Disability equality

1. Eliminate unlawful discrimination
2. Promote equality of opportunity
3. Promote positive attitudes towards disabled people
4. Eliminate disability- related harassment
5. Encourage participation by disabled people in public life
6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.

### Gender equality

1. Eliminate unlawful discrimination
2. Promote equality of opportunity between men and women, girls and boys.  
Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.

### Age, sexual orientation, religion and belief

1. Eliminate unlawful discrimination
2. Promote equality of opportunity

## Accessibility (See Appendix A)

There is additional specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways.

## What we monitor and review to inform our Single Equality Scheme

### As a provider of education to young people

The achievement and attainment of different student groups against National expectations and the variation of these groups within school. (Using Raise, External Results, Progress Tracker)  
Provision and progress of Children with Additional Educational Need. (Using IEPs, Annual Reviews)  
The behaviour and rewards received by different student groups and the variations between these groups within school. (Using Behaviour Logs, House Points Logs, Exclusion Records)  
Provision and progress of Children who are Looked After. (Using all of the above)  
Attendance for all groups of learners. (Using fortnightly monitoring data)  
Students contribution to the community  
Student involvement in after school activities  
Changes in student attitudes (Using surveys following specific targeted events)  
Bullying Incidents (Using Register of Bullying Incidents)  
Racial Incidents (Using Racial Incident Log and reporting to Police and LEA)  
Feedback from Safeguarding Training

### As an employer

Applications for employment (Collected at Local Authority Level)  
Staff recruitment, retention and professional development  
Staff profile  
Governing body profile  
Attendance at staff training events (Attendance Registers)  
Disciplinary and grievance cases (Principal's confidential records)  
Staff appraisals/performance management  
Signposting of this document as part of our induction process for new employees.

### As a provider of services to the wider community

The number of facilities that are hired throughout the year  
Who facilities are provided to and if they are part of any vulnerable/minority group  
A survey of community users to ensure we are not indirectly discriminating against their needs

## Summary of the main achievements so far (Nov 2018 - June 2020) and proposed actions for Sept 2020 - 2023

<b>As a provider of education</b>	<p>A clear rationale and process to report, investigate and deal with any racist/equality incidents within the school community. Training of all staff in how to recognise and deal with racist incidents during the last twelve months.</p> <p>Partnership with local charity 'Stand Against Racism and Inequality' (SARI) to support various strand of delivering equality and diversity measures at HEA to include staff and Director training, parental engagement, student 'Ambassador Training and support from SARI for the DSL/Equalities co-ordinator</p> <p>Proposed actions Sept 2020</p> <p>SARI work to continue into 2020 with Cultural Awareness Tours and further education for cohorts of students across Years 7 – 9</p> <p>Celebration of Black History Month (2020 Onwards as a key part of the Academy assembly rota)</p>	<p>Promotion of rights for those students with a disability and anti-bullying taught through PSHE programmes.</p> <p>Staff training on how to act promptly and to spot when a young person with a disability is being bullied and to know what to do.</p> <p>Provision of alternative safe places for vulnerable learners in social time.</p> <p>Annual review of Access Plan</p> <p>Improved facilities for disabled access.</p> <p>Pastoral support given to students who are identified as Young carers</p> <p>Clear procedure for ensuring quality of education for those students with temporary disability e.g. students who need to use crutches due to a broken leg.</p> <p>Developed and promoted a wider range of after-school opportunities other than sport</p>	<p>We have effectively supported students of families who have undergone gender reassignment.</p>	<p>Promotion of religious understanding through the compulsory RE curriculum Year 7-13</p> <p>Year 7 whole school visits to local religious temples.</p> <p>Thought for the day programme, drawing from a wide range of faiths.</p> <p>Proposed action - The provision of a room available for prayer in the Academy</p>	<p>Updated SRE policy and Anti-Bullying Policy 2020.</p> <p>Same sex relationships taught as part of PSHE .</p> <p>Homophobic bullying taught as part of PSHE</p> <p>Promotion of 'Younique' LGBTQI support group on year notice board with meetings in the Academy.</p> <p>Proposed action – additional LGBTQI literature in dedicated space in the Academy LRC</p>
<b>As an employer</b>	<p>No complaints or appeals about unfair discrimination based on race.</p>	<p>Interview Guarantee: For disabled people who are able to show in their applications for jobs advertised by the Council that they meet the essential requirements; we are prepared to guarantee an interview. In this way, recruiters will be able to see and discuss the effects of the disability without making undue assumptions about it.</p> <p>Additional coaching for employees with disabilities as and when required</p> <p>Provision of specific facilities as and when required</p> <p>Adapting workloads to individual circumstances.</p> <p>For staff appointed with specific disabilities, plan additional induction arrangements which account for feedback relating specifically to the disability.</p>	<p>All posts have been evaluated. Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its community.</p>	<p>No complaints or appeals about unfair discrimination based on religion/or belief.</p>	<p>No complaints or appeals about unfair discrimination based on sexual orientation.</p>

(all actions ongoing)  
We do not ask how many days  
absence an employee has had in our  
reference request or ask employees  
health-related questions of applicants  
before job offer, unless the questions  
are specifically related to an intrinsic  
function of the work.

**As a provider of facilities**

Provision of a parking space for the use of people with  
disability  
Purchase of gym equipment for users with disability  
Adapted toilet and changing area for users of the gym with  
disability  
A range of dietary needs including gluten intolerant is provided  
for in the dining hall.  
Identified disabled persons car parking space

Promotion and provision of sporting events to the  
community which focus on women's health.

A range of dietary needs including vegetarian is catered  
for in the dining hall.

## Equality Scheme Action Plan

R	D	G	SO	A	RB	SE	Results	Actions	Deployment	Assessment/Evidence Source
✓	✓	✓	✓	✓	✓	✓	All staff are aware of the Single Equality Scheme and have awareness of their responsibilities.	Raise awareness of Single Equality Scheme annually Induction Staff Team meetings Curriculum and Pastoral Leadership	SLT – CPD EC – New Staff Induction Materials Curriculum Leaders KS/CSA	REAP Lesson observations Staff questionnaire Complaints logs Staff question and answer during induction Destination data
✓	✓	✓	✓	✓	✓	✓	All students achieve in accordance with their targets with no significant gaps in attainment between groups	Termly monitoring of progress and intervention programme.	Curriculum Leaders	Coaching meetings REAP Lesson observations Progress Tracker
✓	✓	✓	✓	✓	✓	✓	All students maintain high levels of attendance with no significant variation in attendance between student groups	Monitoring and interventions	Deputy Head and Inclusion Panel twice termly	Annual Attendance Report Attendance Certificates
	✓						Learners with ASN make progress in line with expectation	Termly monitoring of progress and adjustment of interventions. Annual monitoring through REAP.	SENCo and Inclusion Panel twice termly	Progress Tracker REAP
						✓	Learners in receipt of FSM make progress in line with expectation	Provide breakfast and homework club for targeted students. Monitor progress tracker. Providing financial assistance for extra time activities and residentials. Uniform support.	Asst Head – Deep Support Deputy Head & Inclusion Panel. Agreed through Deputy Headteacher.	REAP Progress Tracker Trip assistance, Uniform Assistant Funds.
	✓						Students with disabilities are supported to ensure they can access a full range of extra-curricular activities available in school.	Identify barriers. Action plan prepared. Review.	ASN Steering Group Annual Student Questionnaire Pastoral/ ASN Team	Annual Reviews Results Coaching ASN team Inclusion Panel
		✓					More boys are involved with Arts based activities out of hours.	After school arts projects & holiday	Community Support/OOHL Officer	Student Questionnaire Results Register OOHL Evaluation of OOHL provision

R	D	G	SO	A	RB	SE	Results	Actions	Deployment	Assessment/Evidence Source
✓	✓	✓	✓	✓	✓	✓	Students understand that the school has a positive attitude to difference and diversity	Promote positive images of a diverse range of people. Annual Sri-Lanka Exchange International trips International Sports fixtures	Assembly/Thought For Day programme – all Communal area display Community Support/OOHL Officer EVC	Stakeholder Questionnaires
						✓	Parents of young people in disadvantaged groups access our services equally.	Engaging hard to reach parents Review the format of parent consultations. Review positive rewards and postcard home schemes. Extend family learning experiences.	* <b>Family Support Worker</b> Pastoral Development Plan 11-16 Heads of House Inclusion Panel	Coaching notes Inclusion Panel minutes Parent questionnaire Extended Services Attendance registers
✓	✓	✓	✓	✓	✓	✓	All policies do not impact adversely on any disadvantaged group.	Undertake Equality Impact Assessments during policy reviews and creation of new policies	SLT	Governing Body Reviews of policies
	✓	✓		✓			Access is maximized for all users and does not discriminate unfairly.	Review access plan.	SBM	Annual audit
	✓						To raise standard of literacy & numeracy	See KHSDP 2012 - 15 2013 - 16	See KHSDP 2012 - 15 2013 - 16	See KHSDP 2012 - 15 2013 - 16
	✓	✓				✓	To close achievement gap between groups of students in particular FSM and boys	See KHSDP 2013 - 16	See KHSDP 2013 - 16	See KHSDP 2013 - 16

R= Religion  
D= Disability  
G= Gender  
SO= Sexual Orientation  
A= Age  
RB= Religion/Belief  
SE=Socio-Economic

If you have any comments about the SES at Huish Episcopi Academy please contact us. If you would like this information in an alternative format that would better suit your needs e.g. easy to read, large print, Braille, audio tape or if you would like the scheme to be explained to you in your language please contact:

Mr. C Wade  
Principal  
Tel: 01458 250 501  
Email: [office@huishepiscopi.somerset.sch.uk](mailto:office@huishepiscopi.somerset.sch.uk)