



Windsor Academy Trust

Equality Policy

Equality Policy	
Responsible Committee:	Windsor Academy Trust, Board of Directors
Date revised by Board of Directors:	July 2018
Next review date:	September 2022

1. Introduction

- 1.1 Windsor Academy Trust (WAT) is an inclusive organisation where we are committed to achieving the highest quality of learning for all our students and to achieving the best possible outcomes for them.
- 1.2 WAT aims to meet our obligations under the public sector equality duty by having due regard to the need to:
 - Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it
 - Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 1.3 All staff are expected to have regard to this document and to work to achieve the objectives as set out in their academy's Equality Policy and as set out in section 6 of this policy.

2. Eliminating discrimination

- 2.1 The Trust is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions. Therefore each academy
- 2.2 Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- 2.3 Staff, Local Advisory Boards, Trustees and Members are regularly reminded of their responsibilities under the equality Act 2010.
- 2.4 All staff receive training on equality and diversity.

3. Advancing equality of opportunity

- 3.1 WAT aim to advance equality of opportunity by:
 - Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
 - Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslims to pray at prescribed times)
 - Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)
- 3.2 In fulfilling this aspect of the duty, WAT will:
 - Collect and analyse data to inform our planning and identify targets to achieve improvements
 - Collect data and monitor progress and outcomes of different groups of pupils and use this data to support Trust improvement
 - Take action to close any gaps, for example, for those making slow progress
 - We will publish an analysis of standards reached by different groups at the end of each key stage.

- Avoid language that runs the risk of placing a ceiling on any pupil's achievement or that seeks to define their potential as learners, such as "less able"
- Use a range of teaching strategies that ensures we meet the needs of all students, including providing support to pupils at risk of underachieving
- Ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary

4. Fostering good relations

4.1 WAT aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes teaching RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas.
- Working with our local communities. This includes inviting leaders of local faith groups, organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within our academies. For example, the student senate has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the academy's activities, such as sports clubs.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

5. Equality considerations in decision making

5.1 WAT ensures it has due regard to equality considerations whenever decisions are made.

5.2 WAT always considers the impact of decisions on particular groups. For example, when a school trip or activity is planned.

6. Equality objectives

6.1 Objectives for WAT are:

- a) To ensure pupils are accepted for who they are and that any discrimination is challenged
- b) To improve the attainment of pupils eligible for free school meals
- c) Improved data collection and analysis on staffing issues

6.2 In addition to the above Trust objectives, Cheslyn Hay Academy objectives for 2019 - 2021 are:

- a) To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.
- b) To further improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.
- c) To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.

- d) To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.
- e) To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.
- f) To reduce the incidence of the use of homophobic, sexist and racist language by students in the school.
- g) To have due regard to the need to prevent people from being drawn into terrorism and radicalisation.
- h) To provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, they understand and become tolerant of difference and diversity and also ensure that they thrive, feel valued and are not marginalised.