



Equal Opportunities Policy

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Date of review: July 2015	
Signed: _____Principal	
_____Chair of Local Governing Body	

<p>This policy links to:</p> <ul style="list-style-type: none">• PSHE Policy• Teaching and Learning Policy• Curriculum Policy• Diversity and Equality Policy

Academy Transformation Trust

EQUAL OPPORTUNITIES

Introduction

The academy is made up of a broad range of individuals and groups with a wide variety of backgrounds, experiences, lifestyles, languages and cultures. The academy is proud of this diversity which enriches all the lives of those in the academy and the educational processes and informs our 'Inclusive Approach'.

It is part of the academy's role to promote the benefits of such pluralism and to challenge all prejudicial and discriminatory practices. The academy is therefore committed to a policy of inclusion, eliminating any practices which contribute to inequality on the grounds of race, gender, religion, sexual orientation, ability and disability.

It is the duty of all members of the academy's community, teaching and support staff, parents and carers, pupils and trustees, to uphold this policy and see that it is put into practice.

1 Aims

- 1.1 The Trust aims to provide an appropriate learning experience for all pupils, whatever their race, gender, religion, sexual orientation, ability and disability. The academy has high expectations of all pupils.
- 1.2 The academy aims to provide pupils with the opportunity to learn in an environment free of prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with pupils and colleagues reflects this responsibility at all times.

2 Teaching

- 2.1 Teachers are responsible for ensuring that:
 - i teaching styles, methods, language, questioning and classroom management includes and engages all pupils;
 - ii suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
 - iii stereotypes and what are thought to be stereotypical activities are effectively challenged;
 - iv teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
 - v they are aware of possible cultural assumptions and bias within their own attitudes.

3 Leadership and Management

3.1 The senior managers are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged pupils. Measures would include:

- i Identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- ii Monitoring differences in pupil attitudes to work and towards each other, with a view to identifying any significant patterns;
- iii Addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- iv Ensuring that the performance of different groups of pupils is monitored and evaluated so that the particular needs of different pupils are met;
- v The impact of additional support on standards achieved is evaluated.

3.2 It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of managers to ensure that:

- i Strategies should be implemented to raise performance, aspirations and self-esteem;
- ii Staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all pupils;
- iii An environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

4 Equality of opportunities

4.1 In this policy, the term “parents” means all those having parental responsibility for a child.

Disability

4.2 Where pupils have physical and/or learning disabilities, The Academy will ensure that:

- i Whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled pupils can gain access to the curriculum;
- ii The academy works effectively with local services and agencies, providing coherent support.

4.3 The academy also has a Disability Policy which provides more detail.

Gender

4.4 The academy will ensure that account is taken of positive role models when inviting speakers and representatives into The academy and in the promotion of specific initiatives.

Minority Ethnic Groups

4.5 The Academy will ensure that:

- i Home - Academy links are made to involve parents directly in the work of the Academy;
- ii Linguistic diversity is positively recognized;
- iii Interpretation and translation services are made available as quickly as possible;
- iv Links are established with the local community;
- v Staff work effectively with other local services;
- vi Learning support for ethnic minority pupils is efficient and effective;
- vii Provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information;
- viii Pupils' names will be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from cultures other than their own.

Travellers

4.6 The Academy will ensure that:

- i Travelling children are successfully integrated into the Academy;
- ii Where necessary, distance learning packs are provided to support continuous learning;
- iii Travelling children with special educational needs receive appropriate support;
- iv Travellers cultures' are affirmed to share and broaden experiences for all pupils.

5 Response to discrimination

5.1 All forms of discrimination by any person within The academy will be treated seriously. A careful note of such incidents should be made, whether they take place in the Academy grounds, corridors or teaching areas. It should always be made clear to offending individuals that such behaviour is unacceptable.

5.2 Racist symbols, or other biased and/or offensive insignia are forbidden in the academy. The display of such materials is regarded as discriminatory behaviour.

5.3 Continued discriminatory behaviour will lead to the involvement of parents.

6 Monitoring, Evaluation and Review

6.1 The trustees will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

Appendix 1

Academies and Equality Issues in more detail

Age Equality: challenges for academies

Encouraging and promoting positive attitudes towards older people amongst pupils.

Teaching about ageism as a serious form of prejudice and discrimination in modern societies.

Involving older people in the public life of the academy.

Challenging hostile prejudices towards children and young people in the media and the general population.

Giving a voice to children and young people of all ages.

Class Inequality: challenges for academies

Planning and implementing programmes which will close the gaps in achievement between pupils of different social backgrounds and increase the participation of people from lower socio-economic backgrounds in higher and further education.

Fostering and developing the qualities, skills and insights of allies – people who are not themselves affected by poverty or unequal status but who through their actions and advocacy give moral, political and practical support to people who are.

Involving pupils of all backgrounds in the public life of the academy.

Creating and regularly reviewing plans for creating greater equality of outcome amongst pupils of different social backgrounds and reporting on progress to governing bodies.

Disability Equality: challenges for academies

- **Equality of outcome**

Planning and implementing programmes which will close the gaps in achievement between disabled and abled children and young people, and increase the participation of disabled young people in higher and further education.

- **Information base**

Maintaining data on disabilities and impairments which staff and pupils have disclosed and special educational needs which have been identified.

- **Visibility in the curriculum**

Including disability equality issues and positive images of disabled people in curriculum materials, modules and topics, wherever possible and appropriate.

- **Understanding**

Ensuring all members of the academy community understand the difference between “the medical model of disability” and “the social model”.

- **Preventing and addressing bullying**

Using a range of measures to reduce and remove harassment and bullying of disabled pupils, and promoting positive attitudes towards disabled people.

- **Involvement**

Ensuring that disabled people are involved in the design and implementation of measures and projects intended to be of benefit to them – ‘nothing about us without us’ - and listening to their views and voices.

- **Allies**

Fostering and developing the qualities, skills, insights of allies – people who are not themselves disabled but who through their actions and advocacy give moral, political and practical support to disabled people.

- **The public life of the academy**

Involving disabled pupils in the public life of the academy

- **Monitoring and review**

Collecting and using a range of quantitative and qualitative evidence to show the extent and nature of progress towards greater disability equality.

- **Action plans**

Creating and regularly reviewing plans for creating greater disability equality, and reporting on progress to trustees

Ethnicity Equality: challenges for academies

- **Equality of outcome**

Planning and implementing programmes which will close the gaps in achievement between pupils of different ethnic, cultural and religious backgrounds and increase the participation of people from minority backgrounds in higher and further education.

- **Information base**

Maintaining data about the ethnic, religious and cultural backgrounds of staff and pupils.

- **Visibility in the curriculum**

Including ethnicity equality issues and positive images of people from minority backgrounds in curriculum materials, modules and topics, wherever possible and appropriate.

- **Preventing and addressing bullying**

Using a range of measures to reduce and remove racist harassment and bullying, and promoting positive attitudes and relationships between pupils of different backgrounds....

- **Involvement**

Ensuring that people of minority backgrounds are involved in the design and implementation of measures and projects intended to be of benefit to them – ‘nothing about us without us’ – and listening to their views and voices.

- **Allies**

Fostering and developing the qualities, skills, insights of allies – people who are not themselves targeted by racism but who through their actions and advocacy give moral, political and practical support to people who are.

- **The public life of the academy**

Involving pupils of all backgrounds in the public life of the academy.

- **Monitoring and review**

Collecting and using a range of quantitative and qualitative evidence to show the extent and nature of progress towards greater ethnicity equality.

- **Action plans**

Creating and regularly reviewing plans for creating greater ethnicity equality and reporting on progress to trustees

Faith Equality: challenges for academies

▪ **Reasonable adjustments**

Making alterations in routines and requirements, as and when reasonable, to accommodate the wishes, preferences and commitments of staff and pupils, and of parents and other carers.

▪ **Visibility in the curriculum**

Including faith equality issues and positive images of people with a range of beliefs and worldviews in curriculum materials, modules and topics, wherever possible and appropriate.

▪ **Handing disagreements**

Enabling staff and pupils to respect religious and non-religious views different from their own, but also to critique and challenge them when appropriate.

▪ **Preventing and addressing bullying**

Using a range of measures to reduce and remove racist and religious harassment and bullying, and promoting positive attitudes and relationships between pupils of different religious and non-religious backgrounds.

▪ **Allies**

Fostering and developing the qualities, skills, insights of allies – people who are not themselves targeted by religious bigotry but who through their actions and advocacy give moral, political and practical support to people who are.

▪ **Action plans**

Creating and regularly reviewing plans for creating greater faith equality, and reporting on progress to trustees

Gender Equality: challenges in academies

Gender Equality Scheme

1. 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, regardless of gender. We will ensure that neither males nor females are treated less favourably in any procedures, practices or aspects of service delivery.

This academy will not tolerate harassment of people based on their gender or transgender status.

We are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the academy, irrespective of gender. The achievement of all pupils and pupils will be monitored on the basis of gender and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of gender or stereotypes. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation. At the academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

1.1 What do we understand by 'gender'?

Sex and gender are terms often used interchangeably. Sex more properly refers to biological differences of male and female; gender refers to society's construction of a system which identifies what is masculine and feminine. Individuals incorporate this system to develop their gender identities.

2.1 The Duties

The Equality Act 2006 created the Gender Equality Duty for all public sector bodies including academies. The Gender Equality Duty has two parts to it, the 'general' duty and the 'specific' duty.

2.2 The General Duty

We will actively seek to:

- Eliminate unlawful discrimination and harassment.
- Promote equality of opportunity between men and women.

2.3 The Specific Duty

We will:

- Consult teaching and non-teaching staff, pupils, parents and local community groups to help determine our gender equality objectives.
- Gather and use information on how our academy policies and practices affect gender equality – both in our workforce and in our education functions (considering the need to include objectives to address the cause of any gender pay gap).

- Produce a Gender Equality Scheme identifying our gender equality goals and actions to meet them, in consultation with our stakeholders.
- Set a timetable for and implement as soon as reasonably possible (usually within three years) the actions we have identified.
- Assess the impact of our current and proposed policies and practices on gender equality and publish the impact assessments on the academy website/academy newsletter (*as appropriate*).
- Monitor and review our progress, reporting on our progress annually.
- Review and revise this Scheme every three years.

- **Equality of outcome**

Planning and implementing programmes which will close the gaps in achievement between girls and boys in science (including computer science), engineering, construction, and technology, and in literacy-based subjects.

- **Visibility in the curriculum**

Ensuring the inclusion of gender equality issues and positive images of both genders in curriculum materials, modules and topics, wherever possible and appropriate.

- **Preventing and addressing bullying**

Using a range of measures to reduce and remove sexual harassment and bullying, and challenge trivialisation of violence against women.

- **Allies**

Fostering and developing the qualities, skills, and insights of allies – people who are not themselves targeted or affected by sexual harassment and gender stereotyping but whom through their actions and advocacy give moral, political and practical support to people who are.

- **The public life of the academy**

Involving both girls and boys in the public life of the academy.

- **Monitoring and review**

Collecting and using a range of quantitative and qualitative evidence to show the extent and nature of progress towards greater gender equality.

- **Action plans**

Creating and regularly reviewing plans for creating greater gender equality, and reporting on progress to trustees.

Sexuality Equality: challenges for academies

- **Visibility in the curriculum**

Including sexuality equality issues and positive images of gay lesbian people in curriculum materials, modules and topics, wherever possible and appropriate.

- **Preventing and addressing bullying and harassment**

Using a range of measures to reduce and remove harassment and bullying of gay and lesbian pupils, and promoting positive attitudes towards sexual diversity.

- **Allies**

Foster and developing the qualities, skills and insights of allies - people who are not themselves targeted or affected by homophobia but who through their actions and advocacy give moral, political and practical support to those who are.

- **Monitoring and review**

Collecting and using a range of quantitative and qualitative evidence to show the extent and nature of progress towards sexuality equality.

The World: challenges for academies

Preparing children and young people for change, complexity and uncertainty, but enabling them to feel at the same time that they need not to be passive and are not powerless.

Teaching about the relationships between global and local issues.

Teaching about issues which require international cooperation, for example world poverty, sustainable development, climate change and human rights.

Helping children and young people to see themselves not only as citizens of their own country but also as global citizens.

Making links with academies in other countries.

Community Cohesion: challenges for academies

Helping pupils come to understand others, value diversity, develop shared values, appreciate human rights and apply and defend them, and develop skills in participation and responsible action. Removing barriers to access and participation in learning and working to eliminate different outcomes for various groups in relation to, for example, class, disability, ethnicity and gender.

Providing reasonable means for pupils, their friends and families to interact with people from backgrounds different from their own, and build positive relations.

Enabling all pupils to feel that they belong to their academy, and collecting quantitative and qualitative evidence to check the extent to which this aim is achieved.

Enabling pupils from a range of backgrounds to take part in the public life of the academy.

Enabling pupils to develop skills in handling disagreements and conflicts.

Showing respect for the identities and mixed loyalties of all parents and other carers, and all pupils and staff.

Engaging with the academy's local neighbourhood.

Ensuring academy leadership teams have a shared understanding of the duty to promote community cohesion, a soundly based knowledge of the academy's local community and through incisive analysis, a strategy for contributing effectively to cohesion.

Appendix 2

EQUALITIES

A model Academy policy

Legal duties

1. We welcome our duties under the Disability Discrimination Acts 1995 and 2005; the Race Relations Acts 1976 as amended by the Race Relations Amendment Act 2000; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
4. Summaries of our legal obligations are provided in Appendix A.

Guiding principles

5. In fulfilling the legal obligations referred to above, and summarised in Appendix A, we are guided by seven principles:

Principle 1: All pupils are of equal value

We see all pupils and potential pupils, and their parents and carers, as of equal value:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, national origin or national status.
- Whichever their gender.

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender, so that the different needs and experiences of girls and boys, and women and men are recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying.
- Mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment.

Principle 4: Staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious, affiliation, national origin or national status.
- Whichever their gender.
- Whatever their age.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- o Disabled and non-disabled people
- o People of different ethnic, cultural and
- o religious backgrounds
- o Girls and boys, women and men.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- Disabled people as well as non-disabled.
- People from a range of ethnic, cultural and religious backgrounds.
- Both women and men, and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Women and men, girls and boys.

Action plans

6. We recognise that the actions resulting from a policy statement such as this are what make a difference.
7. Each year we draw up an action plan within the framework of the overall academy improvement plan, setting out the specific actions and projects we shall undertake to implement the principles in paragraph 5 above ..

The curriculum

8. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles in paragraph 5 above.

Ethos and organisation

9. We ensure that the principles listed in paragraph 5 above apply to the full range of our policies and practices, including those that are concerned with:
 - Learners' progress, attainment and achievement.
 - Learners' personal development, welfare and wellbeing.

- Teaching styles and strategies.
- Admissions and attendance
- Staff recruitment, retention and professional development.
- Care, guidance and support.
- Behaviour, discipline and exclusion.
- Working in partnership with parents, carers and guardians.
- Working with the wider community.

Addressing prejudice and prejudice-related bullying

10. The academy is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2:

- Prejudices around disability and special educational needs.
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia.

11. There is guidance in the staff handbook on how prejudice- related incidents should be identified, assessed, recorded and dealt with.

12. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our Academy and how they are dealt with.

Roles and responsibilities

13. The governing body is responsible for ensuring that the academy complies with legislation, and that this policy and its related procedures and action plan are implemented.

14. A member of the governing body has a responsibility for the implementation of this policy.

15. The head teacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

16. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

17. All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom.
- Deal with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons that reflect the principles in paragraph 5 above.
- Support pupils in their class for whom English is an additional language.
- Keep up-to-date with equalities legislation relevant to their work.

Information and resources

18. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

19. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

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

Staff development and training

21. We ensure that all staff, including support and administrative staff, receives appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other academy policies are dealt with, as determined by the head teacher and governing body.

Monitoring and evaluation

23. We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

24. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

Appendix 3

Equalities Act 2010

Introduction

Key Points

- The Equality Act 2010 replaces the existing anti-discrimination laws with a single Act. It simplifies the law, removing inconsistencies and making it easier for people to understand and comply with it. It provides a framework for simpler, smarter and more streamlined processes.
- The main provisions of the Act are due to come into force on 1 October 2010. As from 1 April 2011, there will no longer be a statutory requirement to have a separate disability equality scheme or a separate plan for disability. Ministers will need to give consideration on whether to issue guidance in the light of the drive to reduce bureaucratic burdens.
- There will be a statutory requirement for academies to provide auxiliary aids and services for disabled pupils, for example special equipment and large-print books, where reasonable. DfE will be consulting later this year on the issues that may arise from this. This is likely to come into force by September 2011, at the earliest.
- Academies will be required to plan how they can make sure their work supports equality, and reduce socio-economic inequality
- Academies will need to treat people of different races, disabled people, and girls and boys fairly and equally. New areas for academies are sexual orientation and transgender.
- There will still be a requirement to consult representatives of disabled groups in the community about the steps the academy is taking
- Academies will need to demonstrate outcomes for disabled groups.
- Until the new Act comes into force existing legislation continues to apply.

Appendix 4

Ofsted and Equalities

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Purpose of the guidance

1. This guidance is intended to help inspectors judge the impact of Academies' work in promoting equal opportunity and tackling discrimination. It should be read in conjunction with *the evaluation schedule for academies*.

Introduction

2. The overarching principles of Ofsted's inspection and regulation are set out in *Ofsted inspects*. They apply to all inspections carried out by, or on behalf of, Ofsted and are intended to ensure that full account is taken of Ofsted's policies on equality and diversity, amongst others. Academy inspection acts in the interests of children, young people and their parents. It encourages high-quality provision that meets diverse needs and promotes equality.
3. Assessing how well academies promote equality of opportunity, and how effectively they tackle discrimination is a key feature of inspection. Where an Academy is judged to be inadequate in relation to the extent to which it **promotes equality and tackles discrimination**, inspectors treat this as a 'limiting' judgement; the academy's overall effectiveness is also likely to be judged inadequate.

Equality and discrimination in Academies

4. Legislation requires academies to have due regard to the need both to eliminate unlawful discrimination and to promote equality for pupils, staff and others using academy facilities. It aims to ensure that people have equality of opportunity in accessing and experiencing public services. Inspectors should discuss with each Academy whether it is meeting statutory requirements and should evaluate and report on the impact of the academy's actions. An overview of the different legislative duties that academies must fulfil can be found at:
<http://www.gtce.org.uk/networks/reays/legal/>
5. Academies must not discriminate against pupils through their admissions policies or in their day-to-day operations, such as in the allocation of pupils to particular classes. There are a few exceptions regarding the following:
 - Admissions to academies which are single sex or of a religious character.
 - Academy curriculum and collective worship are not covered by legislation affecting discrimination on grounds of religion or beliefs.
 - Academies may treat disabled pupils more favourably than others if it prevents them being at a disadvantage.
 - Age discrimination legislation does not apply to the treatment of pupils or provision of education.

Guidance for inspectors

6. Academies have a duty to promote equality of opportunity and promote good relations between people of different groups. Academies also have a number of statutory duties to monitor equality and discrimination, including gathering specific evidence and publishing plans. The inspection of equalities therefore has two connected strands:

- compliance with statutory requirements:

The effectiveness of the governing body in challenging and supporting the Academy so that weaknesses are tackled decisively and statutory responsibilities met

- evaluating impact:

The effectiveness with which the academy promotes equality of opportunity and tackles discrimination

Compliance with statutory requirements

7. The first step for inspectors in verifying that the academy complies with statutory requirements is to check it has reported how well it meets requirements in the SEF. Inspectors should confirm the academy's assessment, for example, by asking to see its report on race equality.
8. For an academy to be judged at least satisfactory in promoting equality, inspectors must check that the academy fulfils the following:
- The production of a **written race equality policy** identifying action to be taken to tackle discrimination and promote equality and good race relations across Academy activity.
 - The publication of a **disability equality scheme** (from December 2006 in secondary Academies and December 2007 for primary and special academies) showing how the academy is meeting its general duty to promote disability equality across all its areas of responsibility. Advice on what should be contained in this scheme, and outline plans, can be found in the DCSF guidance *Promoting disability equality in academies*.
 - The publication of a **gender equality scheme** showing how the academy intends to fulfil its general and specific duties, such as setting out gender equality objectives. Academies must revise and review this plan every three years and report on progress annually.
 - **Monitoring the implementation of these schemes and assessing their impact** on pupils, staff, and parents, in particular the attainment levels of pupils from different racial groups, and taking such steps as are reasonably practical to publish the results of this monitoring annually.

- **Recording racist incidents** and reporting them to the local authority on a regular basis.
9. There is no need for academies carry out all these requirements separately. It is acceptable to produce a **single equality plan** covering all aspects of equality but with particular focus on disability, gender and race to meet current requirements set out above. There is no need to repeat any of the content of this equality plan in the broader academy plan, though it may be helpful to cross-refer to make clear how equality is embedded in all of the academy's policies and practices.
10. Inspectors will need to check that requirements are in place. As a minimum, the five requirements listed above should be checked, although they may be largely incorporated into a single equality plan. However this only checks compliance, it does not evaluate whether the academy is having an impact in complying with the duty to promote equality.

Evaluating impact

11. In evaluating how effectively the academy actively promotes equality of opportunity and tackles discrimination, inspectors should take account of the outline guidance and descriptors in *the evaluation schedule for academies*.
12. An evaluation of the academy's work in this area will contribute to a range of judgements, including working in partnership with the community, achievement and standards, care guidance and support, and some aspects of leadership and management.
13. Strategies to evaluate this may include:
- A discussion with senior staff about attainment data and the relative performance of different groups of learners. Inspectors will want to look for specific evidence that the academy is monitoring this data and discussing its strategies to tackle any underachievement with appropriate groups including the governing body. This discussion should link into any evidence presented in the SEF.
 - A discussion with senior staff about how the academy is promoting its relationships with parents and learners in 'hard to reach' communities.
 - A discussion with pupils, which should help to evaluate the effectiveness of the Academy's strategy to promote equality. This includes its initiatives to combat bullying and deal with any racist incidents and can be compared with evidence about the exclusion of particular groups.
 - Direct observation of learners in lessons and about the Academy to evaluate the impact of the academy's strategies in promoting outcomes, such as pupils' language and literacy skills, their social and cultural development and the ability of learners from different backgrounds to work together.

14. Academies also have a duty to promote community cohesion. There are some similarities between this duty and the duty to promote equality, and the outcomes will clearly be linked. Inspectors should be aware of the connections but also be aware that the two duties each have a distinctive focus of their own.
15. Inspectors should note that if the academy is judged to be inadequate in this strand of the evaluation schedule, its overall effectiveness is also likely to be judged to be inadequate.

Writing the report

16. Information about the academy: This section includes commentary about the academy's distinctive features, for example the nature of its pupil population. Where different groups of pupils are mentioned in here, reference to these groups should be made in the 'Outcomes' section of the report. Inspectors should bear in mind that this information provides background information for reporting on equalities.
17. Outcomes for individuals and groups of pupils: Any underperforming groups should be identified, the reasons explored, and particular reference made in the report. Academies have a duty to promote equal opportunity, so any apparent discrepancies between the performance of and outcomes for different groups, for example by gender or ethnicity, should be investigated and significant discrepancies reported.
18. The effectiveness of the provision: The provision should meet the needs of all learners. Inspectors should report, for example, the extent to which a broad and balanced curriculum is designed and modified to meet the needs of individuals and groups of pupils.

The effectiveness of leadership and management: The judgement on the academy's effectiveness in promoting equal opportunity and tackling discrimination is a key element of leadership and management. Academies should have strategies for promoting participation by learners in all the opportunities that the academy provides and strategies for tackling any discriminatory behaviour between groups of learners. There is an expectation that academies should know about which groups of learners are benefiting, or not. For example, academies should be aware of gender imbalances in 'upper ability' groups, and which groups of learners, by ethnicity, are participating in after-academy sport.