



NOTTINGHAM UNIVERSITY
SAMWORTH ACADEMY

Equality Policy & Action Plan

2021/2022

Head of School – Emma Howard

Business & Operations Manager – Anna Walsh

Chair of Governors – Michael Sanderson

December 2021

Equality Policy

Contents

	Page
Our Values	3
Our Mission	3
Introduction	3
Aims	4
Purpose	4
School Context	5
Equality Objectives	6
Roles and Responsibilities	7
Involvement Process	8
Making It Happen	9

Appendices

Appendix

1	Equality Legislation & Guidance	9
2	Equality, Accessibility & Cohesion Audit	12
3	Equality Impact Assessment Template	20
3	Curriculum Equality Audit for NUSA	23

Our Values

- We value every child's individuality.
- We value the development of the whole child-academically, physically, emotionally, socially and spiritually.
- We value a broad and rich experience, alongside academic success.
- We value a happy, caring, sustainable, and safe environment.
- We value the contribution we make to, and receive from, parents and the wider community.
- We value the development of all staff to achieve their full potential.
- We value dynamic leadership and management.

Our Mission

At Nottingham University Samworth Academy, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. The achievement of students will be monitored and analysed by race, gender and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Nottingham University Samworth Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Introduction

This Equality Action Plan provides the format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school's statutory duties in these areas.

The plan also highlights how our school has worked with and listened to the staff, students, parents and carers to inform development of action plans and the need and commitment required to ensure the plan is a success. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This document sets out how students with the following protected characteristics will be protected in our school from harassment and discrimination:-

- disability
- gender
- race
- religion and belief
- sexual orientation
- gender reassignment
- pregnancy and maternity

The law on disability discrimination is different from the rest of the Equalities Act in several ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled students more favourably than non-disabled students, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with students without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled students is closely connected with the regime for children with special educational needs. Chapter 4 of the Act deals in detail with disability issues.

Equality Policy

This plan extends however to cover all aspects of vulnerability, including those associated with socio-economic factors (e.g. students from low income families).

As well as delivering high quality services to our students, the school is also committed to being a good employer and as such this plan outlines how we meet our varied duties in terms of recruitment and employment practices. We are also committed to be fully inclusive of all community users, including parents and carers. As such, this plan therefore also sets out how we will work to overcome any discrimination related to the other protected characteristics:-

- Age*
 - Being married or in a civil partnership
- *A person's age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to students in schools. Schools therefore remain free to admit and organise children in age groups and to treat students in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of students over the age of 18.

Aims of the Equality Action Plan

- To articulate the school's commitment to equality which permeates all school policies and practices.
- To ensure that everyone who belongs to, or comes into contact with, our school community is valued and respected.
- To promote equality of opportunity and eliminate unlawful discrimination, harassment or victimisation.
- To comply with statutory duties under equalities legislation in one document.

Purpose of the Equality Plan

This equality plan is the school's response to the specific and general duties in the current equality legislation, which has been brought together under the Equality Act 2010 (see appendix 1). It is an attempt to capture how the school is systematically establishing and implementing good practice in equality and diversity across all areas of school life. This includes a response to all aspects of social identity and diversity.

This Equality Plan sets out how the school will:

- eliminate discrimination;
- eliminate harassment or victimisation related to any aspect of social identity or diversity;
- promote equality of opportunity;
- promote positive attitudes to all aspects of social identity and diversity;
- encourage participation by disabled people and people representing different aspects of social identity in public life;
- take steps to take account of difference even where that involves treating some people more favourably than others;
- take proportionate action to address the disadvantage faced by particular groups of students.

Planning to eliminate discrimination and promote equality of opportunity

This plan is underpinned by the core belief that all children and young people belong to their local community and share the same rights to membership of that community and a quality education. We set equality objectives with associated actions which are outlined within our equalities action plan that accompanies this Equality Plan. Our plan identifies what we will be doing over the coming year to make our school more accessible to the whole community, irrespective of background or need. (see appendix 2 below)

Equality Policy

It encompasses our duties to promote positive outcomes in relation to race, gender and disability, but also identifies actions to address other social identities. It encompasses our **anticipatory duties to plan ahead for the reasonable adjustments** (reasonable and proportionate steps to overcome barriers that may impede some students) we need to make to be best placed to help disabled students who come to our school.

This action plan replaces the school's Disability Accessibility Plan for the school (previously required under the planning duties in the Disability Discrimination Act) as it sets out how the school will increase access to education for disabled students, alongside other protected groups, in the three areas required:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled students.

The action plan is renewed annually and progress towards the equality objectives within it is reported on regularly to governors, and this information is published at least annually. Equality objectives have been identified through consultation with key stakeholders. Our equality objectives are published at least once every four years.

This action plan is understood and implemented by all staff and is available on the school website. It is available in different formats and in different languages on request to the school office.

Our school has regard to the need to provide adequate resources for implementing plans and must regularly review them. (NB: an accessibility plan may be a freestanding document but may also be published as part of another document such as the School Improvement Plan.

School Context

Nottingham University Samworth Academy is situated in the suburb of Billborough, located in the city of Nottingham. As well as children attending from within the catchment area that surrounds the school, a number of students come from outside of catchment.

This is a secondary school with approximately 750 students on roll. Student are increasing and we are coming up to capacity. The school PAN (Student Admission Number) is 150 per year group.

This is an improvement from previous years and is testament to the school's improving popularity and stability within the school team over the previous two years. The school employs a significant number of experienced support staff. 45% of students claim a free school meal compared to the national average of 21%. Indeed currently 51% of students are noted as Pupil Premium.

The proportion of students who have learning difficulties and/or disabilities is 22.2% compared to a national average of 12.2%. The identified needs include Learning Difficulties and SEMH. The number of students coming from minority ethnic backgrounds is higher than the figures provided in the 2011 census, for the local area and there are 28.7% of students whose first language is not English, this is compared to a national average of 16.6%.

The Head of School is in her third year at the school, and is supported by a senior leadership team, one of whom is also the school SENDCO.

School provision

Examples of reasonable adjustments the school makes as a matter of course

Equality Policy

At Nottingham University Samworth Academy, we ensure that our SEND information Report for Parents is up to date and contains the relevant information regarding adaptations the school make/would make to ensure inclusive provision for all regardless of need. Nottingham University Samworth Academy ensures that we have dyslexia friendly classrooms and students have access to adaptations to paper, reading books and other materials as required. Likewise, our school Behaviour Policy states that 'in exceptional circumstances, and in liaison with the HoS/SENDCO, particularly where a child may have SEND, the school behaviour system may be adapted to reflect individual need.

Children with SEND at Nottingham University Samworth Academy have access to support and intervention above and beyond quality first teaching and this is outlined within Individual pupil support plans for each child. These documents are discussed with parents at relevant points throughout the school year and students are included within the planning process.

Outcomes for students

Outcomes for all our students, are analysed against groups within school e.g. SEND, gender, vulnerable students to ensure that there is a focus on improving outcomes for all.

These processes form part of the school's equality impact assessment to determine the impact of our provision on improving outcomes for identified students. In line with statutory requirements all new policies as well as existing policies and functions are evaluated for the impact they have, in consultation with identified students and parents/carers.

Student voice is recorded at points within the academic year to assess the extent to which students feel safe and in the extremely rare occurrence of an incident linked to bullying or race, this is actioned and recorded within the bullying log.

As part of the wider school offer, all students are offered the opportunity to attend extra-curricular clubs. Student Premium funding is used as appropriate to ensure all children can attend these valuable opportunities.

The school has regular meetings with parents, especially of those who have SEND and/or may require additional support within the school day.

Equalities objectives

The School stands against all forms of discrimination on the grounds of ethnic origin, religion, sexual orientation, gender, disability or ability. This is achieved through the following objectives:

- 1) Ensuring that our students grow and develop into successful learners, confident individuals and responsible citizens, reflecting the values of tolerance, courage, fairness, respect, trust, honesty, being proud, kindness and hard work.
- 2) Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.
- 3) Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities.
- 4) Actively close gaps in attainment and achievement between students and all groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
- 5) Continue to improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.

Equality Policy

- 6) Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the community.
- 7) Reduce the incidence of the use of homophobic, sexist and racist language by students in the school.

Roles and Responsibilities in Implementing the Equality Action Plan and Equality Objectives

The Head of School will:

- ensure that staff and parents are informed about the Equality Action Plan and equality objectives;
- ensure that the plan is implemented effectively;
- manage any day to day issues arising from the policy whether for students or for the school as an employer;
- ensure all hate incidents are recorded, appropriately responded to and reported to the Local Authority;
- ensure staff have access to training which helps to implement the plan;
- liaise with external agencies regarding the policy so that the school's actions are in line with the best advice available;
- monitor the plan and report to the Governing Board at least annually, on the effectiveness of the policy and progress towards the equalities objectives;
- ensure that the SLT are kept up to date with any development affecting the policy/action plan;
- provide appropriate support and monitoring for all students and specific and targeted students to whom the plan and equality objectives has direct relevance, with assistance from relevant agencies.

The Governing Board will:

- ensure that the school complies with all relevant equalities legislation;
- designate a governor with specific responsibility for the Equality Action Plan and equalities objectives;
- recommend the designated governor receive up to date training in all the equalities and SEND duties;
- support the Head of School in implementing any actions necessary;
- evaluate the action plan annually;
- publish information at least annually.

The Senior Leadership Team will:

- have general responsibility for supporting other staff in implementing this plan;
- provide a lead in the dissemination of information relating to the plan;
- identify good quality resources and CPD opportunities to support the plan;
- with the Head of School, provide advice/support in dealing with any incidents/issues;
- assist in implementing reviews of this plan as detailed in the School Improvement Plan.

Parents/Carers will:

- have access to the plan and equalities objectives;
- be encouraged to support the plan;
- have the opportunity to contribute to the development of the plan;
- have the right to a personalised approach to meeting additional needs and a right to have their views taken into account;
- have the right to be informed of any incident related to this plan which could directly affect

Equality Policy

their child.

School Staff will:

- Accept that this is a whole school issue and support the Equality Action Plan and equalities objectives;
- be aware of the Equality Action Plan and how it relates to them;
- undertake and be involved in whole school CPD relating to this topic.
- be encouraged to express their views through a staff survey;
- be encouraged to attend the meetings of the Diversity Equity & Inclusion group, a group which is open to all and meets every four weeks;
- make known any queries or training requirements;
- know how to deal with incidents of concern, including bullying and how to identify and challenge bias and stereotyping;
- know procedures for reporting prejudice based and hate incidents;
- not discriminate on racial, disability or other grounds;
- keep themselves up to date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that students from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with students, staff, parents, and the wider community.

Students will:

- be encouraged to express their views and contribute where possible to the formulation of policies;
- be encouraged to attend the meetings of the Diversity Equity & Inclusion group, a group which is open to all and meets every four weeks;
- be made aware of any relevant part of the plan, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the plan;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting discriminatory bullying and racially motivated incidents.

Visitors and contractors are responsible for complying with the school's Equality Plan – non-compliance will be dealt with by the Head of School.

Involvement Processes

Policies are vital to identify and consolidate thinking regarding appropriate provision for students, however, they are often viewed as an end, when they should be seen as a process - always evolving in response to changes and evidence from impact assessments. When developing this Equality Plan and the equalities objectives, the school is clear that this is a process which must be informed by the involvement of all participants such as students, parents, school staff, governors and external agencies. This will ensure that the school gleans insights into the barriers faced by people from different social identity backgrounds and learns the best ways to overcome such barriers. This Plan and equalities objectives will be informed, therefore, by:

- the views and aspirations of students themselves from different social identity backgrounds;
- the views and aspirations of parents of students from different social identity backgrounds;
- the views and aspirations of staff from different social identity backgrounds;
- the views and aspirations of members of the community and other agencies, representing

Equality Policy

different social identity backgrounds.

Mechanisms for involvement

At this school the following mechanisms will ensure the views of **students** inform the equality objectives and action plan:

- Discussion with the student council and Diversity, Equity and Inclusion Group;
- Individual interviews with students involved in incidents of a discriminatory nature or bullying related to discrimination;
- Individual interviews with students experiencing reasonable adjustments as required.

At this school the following mechanisms will ensure the views of **staff** inform the Equality Action Plan, objectives and action plan:

- Individual discussions with staff as a part of performance management
- Staff survey

At this school the following mechanisms will ensure the views of **parents and the community** inform the Equality Plan, objectives and action plan:

- Welcoming parents and the community into school so that they feel part of the school community and therefore feel able to support school policy development where appropriate;
- Feedback through the Local Governing Board meetings;
- Feedback from adults using the school facilities.

The school's action plan will focus on developing the involvement of students, staff and parents from different social identity backgrounds over the four years (maximum) of this plan and the equalities objectives. We will consider varying the times, methods and the venues for this involvement to ensure the best possible attendance and ensure views can be heard. This way the school will learn what works and the involvement of students, staff and parents will improve and deepen over time.

Making it happen

Our Nottingham University Samworth Academy action plan, linked to this document can be found at the end of this document.

Publication

Equalities objectives will be available to anyone requesting a copy.

Information is published demonstrating how the school is complying with the Public Sector Equality Duty and the school's equality objectives. The school updates its published information at least annually and publishes the equality objectives at least every four years.

Appendix 1: Equality Legislation and Guidance

This equality plan responds to the current equalities legislation.

- The Equality Act 2010 is the overarching legislation for all equality duties. The act serves two main purposes:
 - a) To harmonise discrimination law;
 - b) To strengthen the law to support progress on equality.

Equality Policy

Overview of previous equalities legislation which has been harmonised and strengthened by Equality Act 2010:

- Race Relations Act (RRA) 1976/2000
statutory positive duty to promote racial equality, promote good race relations and eliminate unlawful racial discrimination;
- Sex Discrimination Act (SDA) 1975 (and Regulations 1999), Gender Equality Duty 2007
statutory positive duty to promote gender equality and eliminate unlawful gender discrimination;
- Employment Equality (religion or belief) (sexual orientation) Regulations 2003 extended to education, Equality Act (Part 2) 2007

The Act sets out that is unlawful for schools to discriminate against a person:

- a) in the terms on which it offers to admit them as a student;
 - b) by refusing to accept an application to admit them as a student, or
 - c) where they are a student of the establishment:
 - i) in the way in which it affords them access to any benefit, facility or service
 - ii) by refusing them access to a benefit, facility or service
 - iii) by excluding them from the establishment
 - iv) by subjecting them to any other detriment
- Disability Discrimination Act (DDA) 1995/2005
statutory positive duty to promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the school or may wish to, and eliminate unlawful discrimination.
 - Education and Inspections Act 2006, duty to promote community cohesion.
By 'community cohesion' the school is endorsing and adopting the definition provided by Alan Johnson, 2006, as:
"working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Essential Further Guidance

[Bilborough Diversity Statistics Document](#)

DfE The Equality Act 2010 and schools: Departmental advice for school leaders, schoolstaff, governing bodies and local authorities (May 2014, updated June 2018)

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Gender separation guidance, June 2018

<https://www.gov.uk/government/publications/gender-separation-in-mixed-schools>

Equality and Human Rights Commission Guidance for schools

<http://www.equalityhumanrights.com/advice-and-guidance/education-providers-schools-guidance>

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Nottingham City Council's guidance on dealing with and reporting prejudice based incidents and hatecrimes in schools and settings.

Equality Policy

<https://www.nottinghamcity.gov.uk/media/2215553/best-practice-guide-for-schools-prejudice-incidents.pdf>

Policy Agreed by:

Position & Name	Signed
Head of School Emma Howard	
Business & Operations Manager Anna Walsh	
Chair of Governors Michael Sanderson	

Equality Action Plan Review Date: Sept 2022

Appendix 2: EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR NOTTINGHAM UNIVERSITY SAMWORTH ACADEMY

Equality, Accessibility and Cohesion Audit and Action Plan

This audit will identify and set out how Nottingham University Samworth Academy will work to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community. The outcome of the Equality, Accessibility and Cohesion Audit should be reported to the school governors, and the tasks and priorities identified should be used to develop an Equality Policy Action Plan for the School. School governors should monitor progress against the actions within the Equality Policy Action Plan.

How to use the audit toolkit

To use the tool use the statements as prompts for questions or go through each question and tick the relevant box based on the evidence you gather. The boxes are coded as follows:

A = we are confident about this; work has already been done in this area and is ongoing

B = we haven't done much on this yet, but know what needs to be done and how to go about it

C = we still need to do work on this area and to identify our initial priorities

Use the 'Evidence' column to identify or make cross-reference to your own examples of existing good practice (if you ticked box A) or the case for improvement (if you ticked boxes B or C).

The ultimate aim is to be able to tick the A box for every section, so use the 'Tasks and priorities' column to identify the next step towards this. Once you have identified your priorities, incorporate them into the relevant action plan (This toolkit should be used in conjunction with the action plan in the schools equality policy.). The action plan should spell out in more detail how you plan to achieve the task, who will be responsible and when it will be fully implemented.

Nottingham University Samworth Academy Equality, Accessibility and Cohesion Audit

Last updated: September 2021

Audit Area and Questions	A	B	C	Evidence	Tasks and priorities	By Whom and Date
Legal compliance						
The school has produced, published and maintains an up to date Equality Policy, Equality Objectives and Action Plan.				Current policy on the school Website.	Updated policy to be added ***** following governor approval. Policy is reviewed every 3 years and action plan in place.	Governors next policy review
To demonstrate compliance with the general equality duty across its functions, the school has published on the school website its: (i) Equality Policy (ii) the outcome of the equality, accessibility and cohesion audit and action plan, and (iii) Equality Objectives				Current policy on the website.	Updated policy to be added to the school website in ***** following governor approval.	
Governors receive an annual report on progress against the School's Equality Policy, Equality Objectives and Action Plan.					To be presented at the governors meeting in *****.	
Equality impact assessments are used to inform all key decisions on policies, practices, and contract commissioning.					Update colleagues on the new policy and guidance regarding decisions and changes to practice.	
The equality implications are explicitly and clearly stated within all key decisions taken by the governing body				Minutes of committee and full Governor meetings.		

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
Nottingham University Samworth Academy**

Audit Area and Questions	A	B	C	Evidence	Tasks and priorities	By Whom and Date
Governors are confident that they understand the equality implications of a key decision (i.e. on policy, practices, and contract commissioning); at the time that the decision is taken				Minutes of committee and Full Governor meetings.		
The context of your school						
Training on the Equality Legislation is given to all members of governing body.					All governors to complete online or face to face training on the equality legislation.	
Training on the Equality Legislation is given to all school staff.				School staff receive all policies annually.	Ensure all school staff receive any resources, advice and any training available on the equality legislation.	
The general duty of the Equality Act 2010 is embedded with the School's "Codes of Conduct" for students and staff.				Forms a key part of the School's Code of Conduct.		
The duty not to discriminate, harass or victimise as set out in the Equality Act 2010 is explicitly embedded with the Student Home/School Agreement.				Robust home school agreement which outlines expectations of all students and covers these duties.		
Students and parents are informed about the School's Equality Policy, and their responsibilities have been made clear				Policy published on school website and responsibilities clearly outlined in Home/School agreement.		
The school has systems in place - for staff, parents and students - to actively identify, record, manage and monitor the frequency and nature of hate incidents, hate crime, discrimination, bullying or harassment				All incidents logged/filed and reviewed by Pastoral Leads and members of the Senior Leadership Team.		
The school's Anti Bullying Policy includes discrimination, harassment, victimisation, hate incidents and hate crimes				Comprehensive Anti- Bullying policy published on the website which covers these areas.		

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
Nottingham University Samworth Academy**

Audit Area and Questions	A	B	C	Evidence	Tasks and priorities	By Whom & Date
The school is confident that disabled students are able to take advantage of the education and benefits, facilities or services it provides or offers.				The school has an accessibility plan to help ensure disabled students can take advantage of the facilities.		
The school is confident that disabled students and their families have equality of access to information which the school produces (e.g. newsletters, guidance, advice, website, etc.)				Information from the school is provided in a range of formats for students and families.		
The school has published its "local offer" detailing relevant services available for children with disabilities and / or Special Educational Needs				Published on the school website.		
The school contributes appropriately to Student Education, Health and Care Plan				Experienced pastoral team in place and partnerships with outside agencies to ensure effective support is provided to all students.		
The school provides parents, carers and guardians of "students with Education, Health and Care Plan" with information on how to access Nottingham City's Special Educational Needs and Disability Information, Advice and Support Services.				All information and guidance is accessible and published on the school website.		
The school's Self Evaluation Process contains judgments about how well the school promotes equality and cohesion.				Equality and cohesion form a key part of this document and the priorities of the school include addressing any student inequalities in achievement.		

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
Nottingham University Samworth Academy**

Audit Area and Questions	A	B	C	Evidence	Tasks and priorities	By Whom & Date
Monitoring and impact assessment						
The school has an accurate, up-to-date profile of its students, staff and governors by age, race, gender, religion, sexual orientation, and disability				The school has profile information for all staff and students which is stored in Bromcom but does not collect this detail for governors.	Profile information to be collected for governors and included on all new governor application forms.	
The school has a list of policies that they will Equality Impact Assess (EIA), and a schedule for the completion of these EIAs					Equality impact assessments to be completed at review points for all key policies.	Named policy reviewer to complete during policy review.
Monitored data is analysed to identify disparities for protected characteristics, and the possible causes.				Minutes of SLT and School Effectiveness Committee meetings. School self-evaluation report.		
The results of equality monitoring and equality impact assessments inform: policies, INSET priorities, curriculum reviews and school development planning.					Results to be analysed on an ongoing basis and inform future planning and priorities.	SLT as appropriate.
The school systematically monitor, review and record the progress of students with Education, Health and Care Plans or Individual Education Plans (IEP)				Annual reviews,		
The School has embedded the duties of the Equality Act 2010 within its contract provisions and procurement processes				The school adheres to the Nottingham City Council framework which embeds these duties.		
Sense of belonging						
There is a strong sense of children's rights and responsibilities in the school regarding equality, diversity, British Values & community cohesion				Key part of the school's mission statement and school values. School council in place who form a key role within the school.		

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
Nottingham University Samworth Academy**

Audit Area and Questions	A	B	C	Evidence	Tasks and priorities	By Whom & Date
The school works with parents of children with special educational needs as equal partners in their child's education.				Annual reviews, ongoing updates and regular communication with parents.		
Teaching learning and curriculum						
The curriculum is regularly assessed to ensure that it promotes British values, equality and cohesion for all protected characteristics.				Key part of the curriculum planning process and any modifications which are made.		
The school takes steps to increase the extent to which disabled students can participate in the curriculum.				Accessibility plan in place and individual curriculum timetable based as far as possible around the needs of the child.		
The school responds to individual needs at all levels through appropriate differentiation of the curriculum.				Lesson observations, book scrutiny, LA inspections and Ofsted inspections.		
The school implements appropriate group and individual intervention programmes to address learning difficulties.				Range of interventions in place and TA/CSWs supporting individual students and groups. Links with specific LA departments and specialists such as Educational Psychologists to support the needs of the students.		

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
Nottingham University Samworth Academy**

Audit Area and Questions	A	B	C	Evidence	Tasks and priorities	By Whom & Date
Children who are considered to be new arrivals are welcomed and inducted into the school so that they settle quickly.				Pastoral team oversee the process. Families receive a visit of the school prior to their start and induction meetings. The pastoral team ensure the needs of the specific child are assessed and met so they have a smooth transition into the school.		
Funds devoted to the needs of children with EAL (English as an additional language) are monitored and evaluated for impact on the identified children				Progress and wellbeing of the students assessed throughout the year. Student progress and parent meetings.		
Governors are able to identify examples of reasonable adjustments made at the school				Minutes of governor meetings.		
Governors are able to identify examples where British values, different cultures, religions and beliefs are respected and appreciated.				Minutes of governor meetings.		
The governing body knows how the school tracks relative under achievement by race, disability and gender, and how successful this has been.				Minutes of School Effectiveness committee meetings.		
The school is confident that where possible excluded or self-excluded students are successfully re-integrated				Robust behaviour exclusion procedures with clear steps and appointed members of staff for effective re-integration.		
The systems in place to monitor hate incidents, hate crimes, discrimination, bullying or harassment, if used, have been successful				Effective systems in place to ensure data analysis and scrutiny of individuals involved by the Pastoral team and lead Pastoral SLT member.		

**EQUALITY, ACCESSIBILITY AND COHESION AUDIT FOR
Nottingham University Samworth Academy**

Audit Area and Questions	A	B	C	Evidence	Tasks and priorities	By Whom & Date
Staff have monitored discipline and exclusion patterns to highlight particular groups and where relevant have discussed these with the governing body				Minutes of School Effectiveness committee meetings.		
Equity and Extended Services						
The school's Self Evaluation Process contains judgements on the contribution parents and other communities makes to students' learning and well being				Evidence from parent surveys collected.		
The governors know of the impact of: Partnership arrangements with other schools Opportunities for intercultural activities				Minutes from governor meetings.		
The governors know how funds such as Student Premium have benefited children.				Minutes of School Effectiveness committee meetings.		

Equality Impact Assessment Template for NUSA

Appendix 3

Title of Policy, Decision, Practice or Programme:

Department:

Responsible Officer:

Date Completed:

Date Review Required:

1. **Aims:** Please identify the main aims of the policy, decision or function?

2. **Impact upon different people with different protected characteristics:** It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

For the purpose of this assessment, the following protected characteristics are to be given due regard when completing the assessment; age, gender, disability, race, gender reassignment, religion, sexual orientation, pregnancy and maternity, marriage and civil partnership. (Age, marriage and civil partnership do not apply to school provisions.)

The following seven principles, derived from the duties set out in the Equality Act 2010 should be considered when conducting the EIA.

a. All learners are of equal value

All learners and potential learners are of equal value and should benefit from the Schools policies, practices and programmes.

b. Relevant differences should be recognised

Treating people equally can mean treating them differently. Policies, practices and programmes must not discriminate, but may be differentiated to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people face.

c. Workforce development

Policies and programmes should benefit all members of the workforce, for example in recruitment and promotion, and in continuing professional development.

d. Positive attitudes and relationships should be fostered

Policies and programmes should promote positive attitudes, good relations and positive interaction between all members of the community

e. Society as a whole should benefit

Policies and programmes should benefit society as a whole, both locally and nationally, by fostering greater cohesion, and greater participation in public life.

f. Current inequalities and barriers should be addressed and reduced

In addition to mitigating, avoiding or minimising possible negative impacts, policies and programmes should take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist.

g. Policy development should involve widespread consultation

People affected by a policy or programme should be consulted and involved in the design of new policies, and the review of existing ones. Such consultation should be both direct and through representative organisations, and should be

Equality Impact Assessment Template for NUSA

based on principles of transparency and accountability. Further, it should involve those who in the past have been excluded or disadvantaged, and who continue to face barriers. Examples of groups to consult with could be the School Council, Parents, Governors etc.

Examples of possible impacts, please note this is not an exhaustive list:

General Issues Include

- a. Accessibility – Parking, signage, buildings, toilets, lifts, information, opening times etc.
- b. Hate crime – racism, homophobia, transphobia, disablism, and religious bigotry.
- c. Translation and Interpretation arrangements – e.g. British Sign Language users, people who have a low level of literacy, speakers / readers of foreign languages.
- d. Elimination of harassment and discrimination – e.g. challenging inappropriate behaviour, less favourable treatment, and use of language linked to protected characteristics.
- e. Monitoring via consultation, complaints, satisfaction and service access or membership.
- f. Cohesion and good relations between different groups - locally and wider e.g. supporting a local charity and a charity abroad.

Staffing Proposals: It is essential that decisions on staffing issues do not leave the School vulnerable to equal pay or discrimination claims. The Schools policy is to ensure equality across all departments within its pay and grading process. This means that decisions must promote consistency in structure, job description / qualifications and pay grading.

Children and Families, Carers and Lone Parents Issues Include

- a. Flexibility in service delivery and employment for parents and people with caring responsibilities.
- b. Child friendly arrangements in service delivery and employment.
- c. Supporting children that are carers.

Sexual Orientation Issues Include

- a. Civil Partners – having the same rules, benefits or requirements as married couples.
- b. Discrimination by association – children who have same sex parents, carers or relatives.

Disability Issues Include

- a. Promote positive attitudes towards disabled people.
- b. Encourage participation by disabled people in public life.
- c. Meet the needs of disabled people, even if that means treating disabled people more favourably than non-disabled people.
- d. Providing a “local offer” detailing relevant services available for children with disabilities and / or Special Educational Needs.

Please indicate on the next page, how the needs of people who share different protected characteristics were identified, and taken into account in relation to the policy, decision or function.

3. Publishing the results of the assessment:

The Equality Impact Assessment must be used to inform key decisions on policy and practice. The equality implications must be visible to Governors (or the decision maker), when they make decisions, please attach the Equality Impact Assessment within the Decision documentation.

Equality Impact Assessment Template for NUSA

'Issue' Column for each Equality Group, consider the following issues and questions. Insert a new row for each new issue

'How will this be taken into account?' Column evidence of how each issue is taken into account.

'Action' Column for actions that address any issue that is relevant but you are unable to evidence how they are taken into account

Equality Group	Issue	How will this be taken into account?	Action	Date to be actioned by
General Issues				
Age				
Disability, SEN and Carers				
Gender (Sex)				
Human Rights				
Gender Reassignment				
Race (Ethnicity)				
Marriage and Civil Partnership				
Pregnancy and maternity				
Religion or Belief				
Sexual Orientation				
Community Cohesion				
Promoting Health				

Curriculum Equality Audit Template & Guidance

Appendix 4

Curriculum Equality Audit for NUSA

Schools have a duty under equality legislation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity and foster good relations between different groups within the local community within the teaching and learning curriculum. Each teacher/head of department should carry out an equality and cohesion assessment of their curriculum, to ensure:

- There is equality of opportunity to access the curriculum through teaching and learning
- That they are inclusive in the language and representation used
- Promote inclusion and physical activity for disabled students
- Challenge stereotypes, such as gender segregation of subjects (design and technology, home economics, sciences etc)
- Promote British values, community cohesion and a positive image of a diverse community

This checklist prompts questions that can help teachers identify how they could build equalities into the curriculum. Teachers can simply consider the questions below before developing or reviewing their curriculum and lesson planning process. They can use the questions to think about ways quality and cohesion can be built into the teaching and learning programme.

This is not an exhaustive list

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom & Date
Appreciate of the needs of others, insight into the lives of people from different backgrounds.			
Respect different points of view, recognising and respecting different viewpoints.			
Experience and celebrate cultural diversity			
Recognise commonalities shared by people from			

Curriculum Equality Audit Template And Guidance

Enabling the learner to:	How is (or could) this taken into account	Actions	By Whom & Date
diverse and different backgrounds			
Appreciate culture in and around Nottingham			
Recognise and challenge abuses, discrimination and injustice.			

Using the teaching programme to promote:	How is (or could) this taken into account	Actions	By Whom & Date
Accessible lessons: information, signage, classtimes, school trips, course work examples, etc			
The reporting of Hate Incidents; racism, disablism, homophobia, transphobia, religious bigotry.			
The appropriate use of translation and interpretation.			
Positive images of a diverse community: locally, regionally, nationally and internationally.			

Curriculum Equality Audit Template And Guidance

Using the teaching programme to promote	How is (or could) this taken into account?	Actions?	By Whom & Date
<p>The challenging of gender, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what people from particular groups should or shouldn't or can and can't do.</p>			
<p>An awareness of the support needs for children that are carers</p>			
<p>A positive image of Civil Partners – having the same rules, benefits or requirements as married couples</p>			
<p>A recognition that people can suffer discrimination by association – e.g. children who have same sex parents, carers or relatives.</p>			
<p>Positive images and a positive attitudes towards disabled people</p>			