

# Single Equality Policy & Equalities Objectives

**Magna Academy Poole**



**Magna Academy  
Poole**  
an Aspirations Academy

**Approved by:** Natasha Ullah

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**Last reviewed on:** July 2021

**Next review due by:** July 2022

**Review Period:** 4 years

# 1. Aims

This policy sets out Magna Academy Poole's approach to promoting equality, as defined within the Equality Act (2010). It covers age\*, sex, race, disability, religion or belief, sexual orientation, pregnancy, undergoing or who have undergone gender reassignment and our approach to community cohesion.

Magna Academy Poole aims to meet its 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

Through the Single Equality Policy, the Academy will seek to ensure that no students, staff, parents, guardians or carers or any other person through their contact with the Academy receives less favourable treatment.

## 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

## 3. Roles and responsibilities

### **Governors are responsible for:**

- making sure the Academy complies with current equality legislation
- making sure this policy and the single equality scheme are properly implemented
- making sure related procedures are followed
- assigning a named governor

### **The Principal is responsible for:**

- making sure the policy is readily available and that the governors, staff, students and their parents/carers know about it
- making sure its procedures are followed
- producing regular information for staff and governors about the policy and how it is working
- providing training for them on the policy
- making sure all staff know their responsibilities and receive training and support
- taking appropriate action in cases of harassment and discrimination

### **All academy staff are responsible for:**

- promoting an inclusive and collaborative ethos in the classroom
- modelling good practice, dealing with discriminatory incidents and being able to:
  - recognise and tackle bias and stereotyping
- promote equality and avoid discrimination against anyone
- keep up to date with the law on discrimination and take training and learning opportunities

**Students are responsible for:**

- supporting the Academy's equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the Junior Student Leadership Team agenda. This may include:
  - the anti-bullying policy and specifically racist and homophobic bullying – developing Academy/class rules which challenge discriminatory behaviour

**Visitors and contractors are responsible for:**

- following our expectations regarding equality

**In addition, the Vice Principal for equality will:**

- support the Principal in promoting knowledge and understanding of the equality objectives amongst staff and students
- support the Principal in identifying any staff training needs, and deliver training as necessary
- co-ordinate and monitor work on equality issues

All academy staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive updates annually.

The academy has a designated member of staff for monitoring equality issues.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of academy enrichment)

In fulfilling this aspect of the duty, the academy will:

- Publish attainment data each academic year showing how students with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students

## 6. Fostering good relations

The academy 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 our curriculum. This includes teaching via our Personal Development curriculum, our assembly programme and also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community

## 7. Equality considerations in decision-making

The academy ensures it has due regard to equality considerations whenever significant decisions are made.

The academy always considers the impact of significant decisions on particular groups. For example, when a academy trip or activity is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives 2020-24

As a result of regular reviews of Academy performance and various data indicators, our Academy is currently working on the following objectives:

1. By September 2024, the percentage of girls opting for STEM subjects at KS4 (focus on engineering) and KS5 (focus on physics) and partaking in extra-curricular activities will increase significantly.
2. To reduce gaps in attainment between SEND students and non-SEND students, with English and Maths as a priority.
3. To narrow the gap in attainment between year 11 boys' and girls' GCSE achievement and decrease the gap in P8 annually, with a focus on English.
4. To promote cultural development, respect and understanding through a rich range of experiences both in and beyond the curriculum.

## 9. Monitoring arrangements

The Principal and Vice Principal in charge will update the equality information we publish annually.

This document will be reviewed by the Principal and Vice Principal at least every 4 years.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment