



## The Macclesfield Academy

### Equality Information and Objectives Policy

Date Approved by Governors :	June 2021
Date Policy Due for Review:	June 2022
<i>Version 2021-1</i>	

# **The Macclesfield Academy**

## **Equality Information**

*(incorporating Equality Objectives for 2021-24)*

### **1. Introduction**

The general equality duty under the Equality Act (2010) requires the Academy, in the exercise of its functions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

The protected characteristics in the Act are:

- age,
- disability,
- gender reassignment,
- race,
- religion or belief,
- sex,
- sexual orientation,
- marriage and civil partnership, and
- pregnancy and maternity

The active promotion of equality and diversity is one of the Academy's core values and underpins all aspects of our work.

### **2. Eliminating discrimination for students**

- The Academy has a clear set of anti-bullying procedures (including the training and deployment of students as anti-bullying ambassadors)
- Specifically, these procedures include strategies for intervening in cases of racist and homophobic bullying and recording the actions taken.
- The Academy SEND and student discipline policies require Academy staff to make reasonable adjustments in managing the behaviour of students with Special Educational Needs and Disabilities
- The Academy makes reasonable adjustments to accommodate students' religion and belief, for example by varying the uniform requirements and allowing time off for religious observance

### **3. Eliminating discrimination for staff**

- All the Academy's employment policies explicitly ensure equal treatment of staff, irrespective of their protected characteristics
- The Academy's recruitment information makes it clear that applications are especially welcome from colleagues with disabilities and those from black and ethnic minority backgrounds because those groups are currently underrepresented in our workforce.
- The Academy makes reasonable adjustments to accommodate staff religion and belief, for example by varying the staff dress code and allowing time off for religious observance
- The Academy has adopted the ACAS guidelines on breastfeeding at work and provides facilities for expressing milk and breast feeding as required

### **4. Advancing equality of opportunity for students**

- The Academy curriculum is designed to ensure the greatest opportunity for success for all students including those with Special Educational needs and Disabilities; this includes the provision of a Year 7 transition group and the provision of specialist courses through our pathways programme
- The Academy has implemented gender specific interventions to remove barriers to equality of opportunity for boys and girls; these have included self esteem programmes for groups of girls and boys' mentoring schemes
- The Academy building is fully adapted to ensure access to all rooms (including specialist rooms where specialist furniture is available) for students using wheelchairs
- The Academy monitors outcomes for students with Special Educational Needs and Disabilities, for boys and girls and for those of different racial groups; this monitoring has led us to focus particularly on the need to ensure equality of opportunity for boys and for students at SEND support

### **5. Advancing equality of opportunity for staff**

- The Academy actively supports leadership training opportunities for women and colleagues from minority ethnic groups, for example through the DfE Leadership and Diversity programme.
- The Academy recruitment and selection processes make reasonable adjustments for applicants with disabilities

## **6. Fostering good relations**

- Through the RE and PHSE programmes, the Academy ensures that students experience a range of visits to and visitors from people of different religions and beliefs.
- Through Visual and Performing Arts, through design technology and through the enrichment programme, the Academy provides opportunity opportunities to celebrate the range of cultures represented in the Academy and beyond
- Park Lane School, a specialist school for students with profound and complex disabilities, has its Key Stage 4 base at the Academy enabling Academy students to work and socialise alongside those with disabilities

## **7. Equality objectives 2021-24**

Over the three years 2021-24, the Academy will:

- Continue to develop the role of student anti-bullying ambassadors so that all students are protected from harassment and victimisation
- Continue to work to improve outcomes for boys and for students at SEND support
- Continue the work of the support group formed to identify solutions for those colleagues (particularly but not exclusively women) who are juggling work and caring responsibilities
- Continue the work of the student equality group to develop a whole Academy pledge which students will be invited to sign
- Continue the work to develop support groups for students and staff who identify as LGBTQ+
- Continue to broaden the experience of students with regard to different religious beliefs to their own of those which predominate in the local area.

## **8. Implementation, Monitoring and Review**

- The Headteacher is responsible for ensuring that Academy's core value of promoting Equality and Diversity continues to underpin all aspects of our work
- The Headteacher is responsible for coordinating the work of colleagues to achieve the Equality objectives for 2021-24
- The Headteacher will report annually to Governors on progress towards achieving the Equality objectives
- The Governing Board will review this Equality information at or before the end of the summer term 2024.