



Birmingham Ormiston Academy
imagine everything

BOA

Equality Scheme & Plan Equality Charter

Date of Issue:

September 2020

Date of Review:

September 2021

Birmingham Ormiston Academy

EQUALITY SCHEME & PLAN

First Adopted: October 2018

EQUALITY CHARTER

At BOA we believe that:



- *Equality is a right for all*
- *Diversity should be welcomed and celebrated*
- *Discrimination should be challenged*
- *Everyone should be supported to realise their potential*
- *Everyone should be respected*

Established and agreed by BOA students and staff

Birmingham Ormiston Academy is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other. This applies to the school as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupils a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The school's main priority is to provide the best education and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the school will promote equality of opportunity regardless of race, gender, transgender, disability, age, religion or belief and sexual orientation, in both the delivery of its services and the employment of its staff. It is created by BOA's governing body with the help of the Principal, staff, students and parents in line with the Equality Act 2010 and is the foundation of all the school's other policies – particularly the **Special Educational Needs Policy, Admissions Policy, Anti-bullying policy, Behaviour Policy** and the **Health and Safety Policy**. These policies can be found on the BOA website <https://www.boa-academy.co.uk/attachments/download.asp?file=225&type=pdf> or on sections of the BOA Intranet: <http://www.boa-academy.com/>

Through the creation of this equalities plan, we have been able to develop a better understanding of what the challenges to equality are within the school and how we can best deal with these. This policy will be reviewed **annually**, or any time there is an update or change to legislation on age, sexual orientation, religion and belief,

or transgender equality, to ensure that it is being effectively implemented and remains focused and up to date on issues surrounding equality both within the school and nationally.

School profile

BOA is a 14 to 19 independent, state-funded regional academy. We are selective school and students are allocated a place based on their aptitude in the creative, digital or performing arts.

Home locations:

West Midlands, Derbyshire, Buckinghamshire, Gloucestershire, Herefordshire, Leicestershire, Warwickshire, Northamptonshire, Oxfordshire, Shropshire, Staffordshire, Worcestershire

Gender:

25.9% Males and 74.1 % Females (as of 20/11/2020)

Ethnicity:

Asian and Black 0.1%	White English 79%	White Irish 0.7%
Bangladeshi 0.1%	Other Ethnic group 0.1%	White Other 1.0%
Black and any other ethnic group 0.3%	Other mixed background 1.9%	White and Other ethnic 1.0%
Black Caribbean 3.1%	Other Pakistani 0.4%	White Scottish 0.2%
Black European 0.1%	Other White British 0.2%	White Welsh 0.1%
Chinese 0.3%	White and black African 1.1%	White Western Europe 1.0%
Indian 0.8%	White and Black Caribbean 4.1%	Information not obtained or refused
Italian 0.1%	White and other Asian 1.6%	0.48%
Other Black 0.2%	White European 1%	
Other Black African 0.4%	White eastern European 1.6%	

Curriculum Support Register:

We have **122** [11.8%] young people receiving some form of SEND Support: 7 students with an Educational Health Care Plan and, 155 students at K: SEN SUPPORT [09/09/20]

Roles and responsibilities

Creating a school environment that promotes equality and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.

Individuals in the school are expected to take responsibility for supporting and promoting equality in school above and beyond the responsibilities listed below. The Principal, the wider SLT and, the SENCO have the day-to-day responsibility for coordinating the implementation of this scheme.

The governing body

The CEO & governing body will:

- create and approve this policy with the help of the Principal and all stakeholders and ensure that is adopted correctly throughout the school
- ensure the school complies with all equality legislation and that the school's equality objectives
- monitor and evaluate the effectiveness of the equalities plan annually and make any amendments to improve on the plan when and where necessary
- nominate a named governor to oversee the implementation of the equalities plan, monitor equality outcomes, and regularly report back to the rest of the governing body
- ensure that parents are informed of any incident related to this scheme which could directly affect their child

- report to parents, carers, and the wider community on the progress of the school's equality plan through the school prospectus, the school website, and the school's annual report

The Principal and senior leadership team

The Principal, with the support of the rest of the senior leadership team, will:

- promote the single equalities plan both within the school and externally to the rest of the community
- ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
- report back to the governing body on how the plan is working and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- take appropriate action where discrimination or victimisation occurs

Staff

School staff will:

- ensure that they are up to date and aware of the contents of this plan and the school's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the **BOA Staff Handbook** show a commitment to undertake development and training within this area
- engage with the school in eliminating any discrimination and act as a good example to students
- promote a positive working environment
- report back to their managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupils, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary

Students

Students at our school will:

- engage with the school in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's **behaviour and anti-bullying policy**
- set a good example regarding behaviour and social awareness to younger students and their peers

Parents, carers, and visitors

Parents, carers, and visitors to the school are expected to:

- familiarise themselves with the school's equality plan and support the scheme by promoting a positive attitude towards equality at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality plan
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality when visiting the school

Key groups at risk

While the school recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- **Race**
- **Disability** [See Accessibility Plan]
- **Special Educational Needs**
- **Gender and transgender**
- **Religion or belief**
- **Sexual orientation**
- **Pregnancy and maternity**

Promoting equality and social awareness in school and within the local community

Community cohesion

The school expects all of its students and staff to act respectfully towards members of the wider community that the school is part of.

Inclusion

Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds.

Student voice

Through **VOICE of BOA** – we encourage our students to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. The Equality Charter and Scheme are discussed in tutor time as part of the annual audit.

Recruitment

Birmingham Ormiston Academy is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. BOA acknowledges that unfair discrimination can arise on occasion and so will ensure that the equal opportunities policy outlined in this plan is the foundation for all its activities.

Where a candidate is known personally to a member of the selection panel it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equal opportunities principles are adhered to.

More information about our recruitment procedures can be found in the school **Equal Opportunities Policy**

Staff

Equal opportunities for staff

As part of our commitment to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the school will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law;
- staffing of the school reflects the diversity of our community wherever possible;
- as an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce;
- we respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice;
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams

Staff discipline and suspension

Birmingham Ormiston Academy is committed to ensuring that all school staff are treated fairly and consistently and this is held to account through our **staff discipline, conduct, and grievance policy**.

The education and wellbeing of our pupils is our main priority. Any member of staff who creates a barrier to learning for our pupils will be disciplined. The **BOA Staff Handbook** provides more information on how the school monitors staff performance. We hope that staff will feel confident to voice complaints and grievances in the confidential environment of the school and that they will trust the school to deal with their grievances fully, promptly, and fairly. The school puts great faith in all its employees, and hopes never to have to discipline anyone as a result of misconduct.

Behaviour, exclusions and attendance

The school **Behaviour Policy** takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustments for pupils with special educational needs and disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups, and will take action to address any concerns that arise in this area.

Monitoring and review

This single equality plan will be reviewed annually by the governing body, unless there is specific reason for it to be reviewed earlier due to new legislation. Governors will review how effective it is in tackling discrimination, promoting access and participation, equality and good relationships between different groups, and that it does not disadvantage particular sections of the community. Governors will also review evidence that it is being put into practice in school by staff and pupils, and whether there is any need for extra training or development sessions across the whole school to ensure it is promoted and implemented as much as possible.

Information will be gathered [when specific evidence is required] through:

- the views of all stakeholders through an audit

- identification of children and young people, parents, carers, staff and other users of the school representing the different protected characteristics
- student attainment and progress data relating to different groups
- information about how different groups access the whole curriculum and how they make choices between subject options
- uptake of the extended school offers and other activities
- exclusions data analysed by group
- records of bullying and harassment on the grounds of any equality issue
- data on the recruitment, development, and retention of employees
- outcomes of activities promoting community engagement and community cohesion
- outcomes of actions taken to secure the involvement of parents and others who have been identified as difficult to engage.

Review:

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes.

Equality impact assessments

In 2020/2021 we will do the following to undertake equality impact assessments:

- Review of action plan
- Curriculum Team data analysis [including examination reports]

Reporting on our progress

The Equality Scheme and related documents will be available on the BOA website:

- <http://www.boa-academy.co.uk>

and on sections of the BOA Intranet (hosted on Microsoft Teams).

Signed by

Philip Thickett _____ **Chair of Governors** **Date:** 01/09/2020

Alistair Chattaway _____ **Principal** **Date:** 01/09/2020

This scheme and plan will be reviewed:

- *annually*
- *after incidents that relate to, or impact on, equality in school*
- *after any significant changes to workplace, working practices or staffing.*

EQUALITY ACTION PLAN 2019-2021

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible?	Time frames	Progress commentary
Advance equality of opportunity between different groups	1] Improve provision for SEND learners	<p>1] SENCO to extend provision – appointed additional TA</p> <p>2] Curriculum Support Team established and supporting in lessons</p> <p>3] Training on effective adult support and graduated response</p> <p>4] Targeted intervention in Lessons</p>	<p>a] Key members of team established</p> <p>b] Clear expectations set out during training session</p> <p>c] CPD Records</p> <p>d] Impact measured through teacher and student views and Review of EHCPs & learning profiles</p>	<p>Principal Vice Principal</p> <p>SENCO</p> <p>Vice Principal</p> <p>AP</p> <p>SENCO</p>	<p>October 2018</p> <p>Established by and working from September 2019</p> <p>September 2019 onwards</p>	<p>September 2020</p> <p>Curriculum Support Team expanded to include 1 permanent full time TA and 1 Full time TA on a fixed contract. The focus of the TA's is to support EHCP students and identified Year 11 and 13 SEN support students.</p> <p>Through regular training sessions and the plan do and review cycle supported Curriculum Support staff with strategies, intervention and resources to support core lessons.</p> <p>Impact measured and monitored through the regular reviews of Learning Profiles and the Annual Review process.</p> <p>Established regular meetings to share information, strategies and resources.</p>
Advance equality of opportunity between different groups	2] Improve provision for students with social, emotional and mental health difficulties	<p>1] Mental Health Champion training – staff and peer mentors</p> <p>2) Improve communication between SEN-Pastoral and other staff teams</p>	<p>a] Resources from event</p> <p>b] Training evaluation forms</p> <p>c] Student views</p>	Assistant Principal	September 2020 onwards (following introduction in Sept 2020)	

Foster good relations between different groups	Make sure all non-teaching staff [specifically staff who have direct contact with students] have an understanding of key Curriculum Support information	1] Training session on Curriculum Support information and policy 2] Roll out targeted training	a] Staff Inset b] Views of participants	SENCO	September 2019	Provide regular catch up meetings to share relevant information, review progress and next steps.
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Accessibility	1]Continue to improve communication and management of medical needs	1] Review success of arrangements 2] Identify key changes needed	a] Key medical information is available centrally in the Curriculum Support folder b] All students with a medical issue have profile and care plan written by parents	Pastoral Admin Support Assistant Principal [Pastoral], EWA Heads of House; Form tutors	Ongoing	
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Accessibility Plan

Adopted: 5th September 2016 Updated: 20th November 2020 Review date: September 2021

Definition of special educational needs

The SEN Code of Practice (DfES, 2014) says that

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- **has a significantly greater difficulty in learning than the majority of others of the same age**
- **has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions**

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Birmingham Ormiston Academy has adopted this accessibility plan in line with relevant school policies and our Equality Scheme with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

The **BOA Local Offer**, **SEN Information Report** and **SEND Policy** outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

1. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the student and their parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the **Vice Principal** together with **Curriculum Directors** and the **SENCO** to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- *keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback*
- *providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching*
- *making use of all class facilities and space*
- *using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary*
- *making sure that individual or group coaching is available where it is felt that pupils would benefit from this provision*
- *setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels*
- *listening to student views and taking them into account in all aspects of school life.*

2. Sensory and physical needs

The school has the following adaptations in place to meet sensory and physical needs:

- *appropriate seating, acoustic conditioning and lighting*
- *adaptations to the physical environment of the school: BOA benefits from full mobility access through the lift system*
- *disabled toilets on all floors*
- *adaptations to school policies and procedures*
- *access to alternative or augmented forms of communication*
- *access to different amplification systems and a hearing loop system*
- *access to specialist aids, equipment or furniture*
- *access to specialist support as and when required*

3. Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- *audio-visual fire alarms*
- *assistance with guiding*

Teaching and learning:

- *a piece of equipment*
- *specialist paper, overlays, reading rulers*
- *extra staff assistance*
- *word processors*
- *Access arrangements for formal assessments: use of a reader, scribe, enlarged or coloured texts, supervised rest breaks, 'calm/safe' room – as and when required*
- *Targeted Intervention Groups*

Methods of communication:

- *Induction loop*
- *personalised support for pupils, staff and visitors with visual impairments*

This accessibility plan will be evaluated annually to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

Signed by

Philip Thickett

Chair of Governors

Date: 01/09/2020

Alistair Chattaway

Principal

Date: 01/09/2020

Kate Collett

SENCO

Date: 01/09/2020

This policy will be reviewed annually