



SPARKEN HILL
ACADEMY

Single Equality Policy

Revision Record

Rev	Date Issued	Prepared By	Approved	Comments
1.2	Feb 2021	RTL		
1.3	Sept 2023	KG	Dec 2023	Update plan. Update acronymns
1.3	Sept 2024	KG	Dec 2024	Update plan
1.4	March 2026	RTL	March 2026	Standalone SAT status confirmed; RSHE updated; gender-questioning guidance; PSED duties; review dates updated.

1. Statement / Principles

The policy outlines the commitment of Sparken Hill Academy and all staff and local governors to promote equality. As a standalone primary academy (Single Academy Trust), Sparken Hill Academy is directly responsible for meeting its statutory obligations under equality legislation and the Public Sector Equality Duty. This involves tackling the barriers that could lead to unequal outcomes for identified groups of students, staff, parents/carers, local governors and visitors in the academy, ensuring that there is equality of access and celebrating and valuing the legacy and strengths within the academy.

We believe that equality at our academy should filter through all aspects of academy life and is the responsibility of every member of the academy and wider community. Every member of the academy community should feel safe, secure, valued and of equal worth. At Sparken Hill Academy, equality is a key principle for treating people with dignity and respect irrespective of their age, disability, sex, gender reassignment, ethnicity, marriage or civil partnership, pregnancy and maternity, religious beliefs/faith, sexual orientation or any other recognised protected characteristic under the Equality Act 2010.

Public Sector Equality Duty (PSED)

As a public body, Sparken Hill Academy is subject to the Public Sector Equality Duty (PSED) under the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. The PSED requires the academy to have 'due regard' to the need to:

- **Eliminate unlawful discrimination, harassment and victimisation;**
- **Advance equality of opportunity between people who share a protected characteristic and those who do not;**
- **Foster good relations between people who share a protected characteristic and those who do not.**

The academy meets the specific duties of the PSED by: publishing equality information annually on its website; setting and publishing equality objectives at least every four years; and ensuring these objectives are specific and measurable. The Principal is required to have 'due regard' to the equality implications of decisions before they are made. Equality analysis (Equality Impact Assessment) will be undertaken when developing, reviewing or revising any policy or procedure that may affect pupils, staff,

parents or carers with protected characteristics.

2.1 Monitoring and review

The responsibility for co-ordinating the monitoring and evaluation of this policy is the Principal, alongside the governing body. In addition, the Academy is advised by our legal / HR consultants, CEFM. They are responsible for:

- Providing updates on equalities legislation and the Academy's responsibilities in this regard;
- Working closely with the lead governor responsible for equality and diversity
- Supporting positively the evaluation of activities that monitor the impact and success of the policy from different groups, e.g. Special Educational Needs (SEN), Children in Care, and Minority Ethnic including traveller and English as an Additional Language (EAL) students and those entitled to the Pupil Premium, in the following recommended areas:
 - Pupils' progress and attainment
 - Teaching and learning
 - Behaviour, discipline and exclusions
 - Attendance
 - Admissions
 - Incidents of prejudice related bullying and all forms of bullying in racist and homophobic
 - Parental involvement
 - Participation in extra-curricular and extended academy activities
 - Staff recruitment and retention
 - Visits and visitors

3. Policy commitments/objectives

3.1 Promoting equality: Curriculum

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To achieve this we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the academy;
- There will be opportunities in the curriculum to explore concepts and issues

related to identity and equality;

- The promotion of attitudes and values that challenge discriminatory behaviour and language;
- The use of non-stereotyped materials which reflect accurately a range of cultures, identities and lifestyles

3.2 Promoting equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the academy will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the academy and to use targeted interventions to narrow gaps in achievement;
- It is important to place a high priority on the provisions for special educational needs, disability and disadvantage;
- A range of teaching methods to be used throughout the academy to ensure that effective learning takes place at all stages for all pupils and that to promote pupil engagement, pupils are encouraged to be actively involved in their own learning.

3.3 Promoting equality: Ethos and culture

- At Sparken Hill Academy , we are aware that those involved in leadership of the academy community are instrumental in demonstrating mutual respect between all members of the academy community;
- There should be a feeling of openness and tolerance which welcomes everyone to the academy;
- The pupils are encouraged to greet visitors to the academy with respect;
- The displays around the academy will be of a high quality and reflect diversity across all aspects of equality
- Reasonable adjustments will be made to ensure access for pupils and visitors (including parents) with disabilities, wherever possible;
- Provision is made for the cultural, social, moral and spiritual needs of all

pupils through the planning of worship, classroom based and off site activities;

- Pupils are given an effective voice, for example through a School Council and through pupil surveys, which regularly seek their views;
- Positive role models are used throughout the academy to ensure that different groups of pupils can see themselves reflected in the academy community.

3.4 Promoting equality: Staff recruitment and professional development

- All posts are advertised formally and open to the widest pool of applicants;
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination, linked to safeguarding and safer recruitment practices and ensure good equality practice through the recruitment and selection process;
- Access to opportunities for professional development is monitored on equality grounds;
- All supply staff and contractors are made aware of equalities policy and practice;
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact.
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3.5 Promoting equality: Countering and challenging harassment and bullying

- The academy counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and local governors;
- The academy will continue to develop a coherent approach to tackling gender, ethnicity and LGBTQ+ themes across the school which will challenge stereotypes at all levels. In relation to gender-questioning pupils, the academy will follow the safeguarding framework set out in KCSIE 2025 and any subsequent statutory guidance issued by the DfE. The academy takes a careful, child-centred approach informed by the recommendations of the Cass Review (2024), engaging with parents and carers as a matter of priority and involving the Designated Safeguarding Lead in all relevant decisions.

- Annually an anti-bullying week will be held in November to inform and challenge discriminatory behaviour throughout the academy.
- The academy has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording, reporting and monitoring incidents (Principal);
- The academy reports to governors (termly) the number of prejudice related incidents recorded in the academy.

3.6 Promoting equality: Partnerships with parents/carers and the wider community

Sparken Hill Academy aims to work in partnership with parents/carers. We:

- Take action to ensure parents/carers from all backgrounds are encouraged to participate in the full life of the academy;
- Ensure that there are good channels of communication to ensure parents views are captured and acted upon;
- Encourage members of the local community to join in academy activities and celebrations;
- Ensure that parents/carers of newly arrived pupils from a potential minority group e.g. EAL, traveller, or pupils with disabilities are made to feel welcome.

In October 2010 the Equality Act came in force and introduced the term 'protected characteristic' to refer to aspects of a person's identity explicitly protected from discrimination. Nine are identified:

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| <ul style="list-style-type: none"> – Race – Disability – Gender – Age – Sexual orientation | <ul style="list-style-type: none"> – Religion and belief – Gender reassignment – Pregnancy and maternity – Marriage and civil partnership |
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4. Responsibility for the policy

In our academy, all members of the academy community have a responsibility for the promotion of equalities

4.1 The Governing Body has a responsibility for ensuring that:

- The academy complies with all equalities legislation relevant to the academy community;
- The academy's equality policy is maintained and updated regularly; and that equality objectives are easily identifiable;
- The actions, procedures and strategies related to the policy are implemented;
- The named Equalities Governor will have an overview, on behalf of the local governing committee, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents

4.2 The Principal and senior leadership team have a responsibility for:

- In partnership with the Governing Body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the equality policy and action plan;
- Co-ordinating activities related to equality and evaluating impact;
- Ensuring that all who enter the academy are aware of, and comply with, the equalities legislation;
- Ensuring that all staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to diversity incidents, discrimination against persons with a disability and sexual harassment and discrimination

4.3 All Academy staff have responsibility for:

- **The implementation of the academy's equalities policy and action plans;**
- Dealing with incidents of discrimination and knowing how to identify and

challenge bias and stereotyping;

- Ensuring they do not discriminate on grounds of ethnicity and culture, disability, sexual orientation, gender reassignment or other equality protected characteristic under the Equality Act 2010; Keeping up to date with equalities legislation by attending training events organised by the academy, Sparken Hill Academy or recognised training provider.

4.4 Measuring the impact of the policy

The equalities policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents and carers from different groups that make up our academy. As part of the action plan a timeline will be published to enable equality analysis (equality impact assessment) to be undertaken at the appropriate time. The main findings from the equality impact assessments will be published for the academy community and used to make improvements.

5 Equality objectives action plan

Ref	Objective	Measured by	Activity	Lead	Progress milestones
1	PROMOTING EQUALITY – ETHOS AND CULTURE Provide training opportunities for all staff to explore diversity and how we support and encourage this within our school.	Training records completed. Pupil survey results.	CPD for all staff on cultural diversity and how to promote and celebrate it, allowing us to retain our identities and beliefs yet work together in one community.	Principal	CPD delivered on an ongoing annual basis. Continue to update and review provision.
2	PROMOTING EQUALITY – ETHOS AND CULTURE Foster good relationships between all members of the school community encouraging openness and tolerance by respecting each other's beliefs.	Continued reduction in the number of racist/bullying issues recorded at the school. Logging of racist/discriminatory incidents on the school's MIS system (Arbor). Pupil Interviews.	Encourage all members of the school community to talk openly together via circle time/RSHE activities to promote positive behaviours for learning. Home School Link Worker to support vulnerable groups CPD for staff on expectations.	Principal	Termly review of racist/bullying issues and homophobic bullying recorded via the school MIS. Feedback questionnaires positive.
3	PROMOTING EQUALITY – PARTNERSHIPS WITH PARENTS Continue to ensure that parents/carers of all new children are made to feel welcome. Continue to ensure that parental voice is heard and acted upon.	Parental feedback on transition for new entrants. Annual parental survey	CPD for staff on cultural diversity including the LGBTQ+ community. Ensure that on joining the school, parents are informed of communication methods and whether the school needs to make any adjustments to support them or their children. Community Team to support new entrants at welcome meetings and thereafter.	Community Team EYFS Lead	Review opportunities regularly and on an ongoing basis. Parent Champion minutes and actions. Transition Survey results

Ref	Objective	Measured by	Activity	Lead	Progress milestones
4	PROMOTING EQUALITY – ACHIEVEMENT Continue to ensure that all children achieve the best possible outcomes and that the gap between those children who are disadvantaged or vulnerable continues to close Review RSHE curriculum to ensure all elements are covered, in line with the updated DfE Relationships, Sex and Health Education (RSHE) statutory guidance (2025, effective September 2026)	Pupil achievement and progress is in line with age expectations for the majority of pupils. Pupils are secure in their breadth and depth of knowledge, understanding and skills. Pupils are able to progress to the next stage of their learning.	Review of curriculum progress throughout the year for disadvantaged pupils, SEND and those with disabilities matches or is improving towards that of other pupils with the same starting points Specific monitoring for disadvantaged pupils, SEND, pupils with a disability to ensure progress is above average across nearly all subject areas	RTL / KG	Ongoing monitoring of vulnerable children. Work focus to ensure progress and achievement, including those more able children and those in between and low level Monitored regularly by SLT through planning and work scrutiny. Monitored through lesson observation and other triangulating evidence.
5	To develop a coherent approach to tackling gender, ethnicity and LGBTQ+ themes across the school which challenge stereotypes at all levels across the school.	Sense of well-being and inclusion for all pupils and reduction in reports of racism/homophobia.	To build on established good practice around gender, LGBTQ+ and race equality practices but further enhance looking in line with The Rainbow Flag Award. Continue to up skill staff on their knowledge of equality and diversity in this area.	RTL/KG	Monitoring of all reports of racist/homophobic bullying and feedback from Student Ambassadors and pupil surveys. Evidence within RSHE books of a broad range of topics in this area promoting appropriate use of language and awareness of LGBTQ+ in every day life.

6. Related Documents

- Guidance on equality, diversity and governance
- Equality Impact Assessment review list
- Equality Impact Assessments
- Anti-bullying and Behaviour Policies
- Attendance Policy
- Admissions Policy
- Academy Development/Improvement Plan

6 Appendix

7.1 Glossary of Terms

• Equality Act 2010	40 years of equality and diversity legislation developed and combined into a single piece of legislation
• SEN	Special Educational Needs
• KS	Key Stage
• EIA	Equality Impact Assessment
• SD/IP	School Development/Improvement Plan
• SEF	Self-Evaluation Form
• RSHE	Personal, Social, Health and Economic Education (now referred to as RSHE – Relationships, Sex and Health Education in statutory guidance)
• EAL	English as an Additional Language
• SENCO	Special Educational Needs Co-ordinator
• SLT	Senior Leadership Team
• ASP	School data compared to national data
• LGC	Local Governing Committee
• EAL	English as an Additional Language
• PP	Pupil Premium
• SIAMS	Statutory Inspection of Anglican and Methodist Schools (not applicable to Sparken Hill Academy as a non-faith school; retained for reference)
• QESO	Quality of Education Standards and
• FSM	Outcomes
• GST	N/A – Sparken Hill Academy is a standalone single academy trust
• LGBTQ+	Lesbian, Gay, Bi, Trans, Queer

