

Northampton International Academy

Equality Statement 2023 - 2024



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| Scope: Northampton International Academy | |
| Version: V 2 | Filename: NIA Equality Statement |
| Approval: September 2023 From | Next Review: September 2024 This policy will be reviewed yearly. |
| Owner: Northampton International Academy | Union Status: Not applicable |

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| Policy type: | |
| Non-statutory | Replaces Academy's current policy |

Our school commitment

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct 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 between people who share a protected characteristic and people who do not share it.

At Northampton International Academy:

- We try to ensure that everyone is treated fairly and respectfully
- We want to make sure that our school is a safe and secure place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them the same
- We aim to make sure that no-one experiences less favourable treatment or discrimination because of:
 - Age (as an employer – but not applicable to pupils)
 - Disability
 - Sex
 - Gender reassignment
 - Race
 - Pregnancy and maternity
 - Religion or belief
 - Sexual orientation
 - Marriage or Civil Partnership Guiding Principles
- We recognise that some pupils need extra support to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and are involved in our decisions, especially pupils, parents, and those of us who can be treated less favourably.

We welcome our duties:

- To promote community cohesion (under the Education and Inspections Act 2006)
- To eliminate discrimination, advance equality of opportunity and foster good relations (under the Equality Act 2010)

We also welcome the emphasis of Ofsted inspections on the importance of accelerating the progress of pupils from groups who are underachieving.

As part of this we will:

- Publish information every year about our school population.
- Outline how we have due regard for equality and how we promote community cohesion.
- Publish equality objectives to show how we plan to tackle particular inequalities and improve our practice.

Summary of effectiveness

Northampton International Academy is a diverse, inclusive and supportive school, where pupils thrive. With high levels of EAL and facing many challenges in this inner-town, high mobility community, we are delighted to say that we provide outstanding pastoral care which is at the heart of everything we do.

We are proud of our incredibly inclusive environment that prioritises reaching out to all parents, including those that are hardest to reach. Our staff go the extra mile to ensuring pupils receive the best education. An example of this are staff who are providing after school nurture activities, which as a result enable pupils to develop positive learning behaviours.

In our most recent parent survey, the vast majority of parents said that their children are happy and feel safe, and parents agree that the school is effectively well led and managed.

Our curriculum, both in school and extra-curricular, is broad and balanced to enable all children to have as many opportunities as possible to develop their cultural capital. We have strong recording and supporting systems in place to deal with any suspected bullying, racial or other prejudice incidents and these are retained/monitored by our senior leadership team and the governing body.

Our provision for pupils with SEND is strong and all pupils are integrated effectively, including those with a disability. We have effective support in place for children with different needs and work collaboratively with families and external agencies to ensure pupils have the support they need.

Regular staff training takes place to ensure staff are well informed and can make adjustments for pupils in all areas of the curriculum.

Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice-related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur, we investigate them immediately and report them to all stakeholders.

Equality Duty Information – Equality

| Protected characteristics | Equality Aims | | |
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| | What evidence do we hold that we eliminate unlawful discrimination, harassment & victimisation? | How do we advance equality of opportunity between people who share a protected characteristic and those who do not? | How do we foster good relations between people who share a protected characteristic and those who do not? |
| Age | <ul style="list-style-type: none"> ○ Stakeholders of a wide range. ○ Safer recruitment | <ul style="list-style-type: none"> ○ Open recruitment process. ○ Ongoing training opportunities for leaders. | <ul style="list-style-type: none"> ○ Community links to school ○ Positive role models |
| Disability | <ul style="list-style-type: none"> ○ SEN provision mapping. ○ External agency engagement to ensure correct practice. ○ EHC plans regularly monitored and updated. ○ Site accessible ○ Adapted toilet. | <ul style="list-style-type: none"> ○ Accessibility plan. ○ SENCO in place. ○ Regular on-going training for staff. ○ Use of additional needs team ○ Ensuring all children have opportunity to take part & make adjustments accordingly, ensuring all can participate in curriculum activities. ○ Resources are adapted to ensure all can engage with curriculum learning. | <ul style="list-style-type: none"> ○ Regular meetings with parents-encouraging their relationship with outside support groups & agencies. ○ Celebrating differences and achievements for all through whole school assemblies and our PSHE curriculum. ○ Promoting whole school and Fundamental British Values – inspirational role models including those with disabilities. |

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| Sex | <ul style="list-style-type: none"> ○ Attainment data is scrutinised to ensure there are no significant gaps between genders/actions in place to address any gaps found – shared at pupil progress meetings and with Governors. ○ Safer recruitment policy. ○ Support equal rights to reduce stereotypes of boys/girls from EYFS onwards. ○ Staff of both genders employed. | <ul style="list-style-type: none"> ○ Varied curriculum to ensure that both sexes are engaged. ○ Inclusive sports and club opportunities. ○ Inclusive values curriculum. ○ Role models champion both genders- e.g. Head Boy and Head Girl. ○ Safeguarding training. ○ Equal opportunity awareness from staff training sessions. ○ PSHE curriculum inclusive. | <ul style="list-style-type: none"> ○ Shared sports. ○ Curricular activities aimed at all. ○ Celebrating achievements for all. ○ Values system. ○ Role models of both genders. ○ Community visitors of both genders. ○ Encouraging family members of both genders to be involved in school events. |
| | <ul style="list-style-type: none"> ○ Sports clubs/clubs inclusive | | |
| Gender reassignment | <ul style="list-style-type: none"> ○ Not applicable at current time of publication but we would gather advice from the relevant agencies. ○ Values curriculum that promotes tolerance, respect and a celebration of difference. ○ Regular meetings with family/ check in sessions with child would take place | <ul style="list-style-type: none"> ○ Not applicable at current time of publication but we would research, gather views, get expert advice and ensure equality of opportunity | <ul style="list-style-type: none"> ○ Deal with on a case by case basis. ○ Offer professional support or help signpost to suitable professional agencies. ○ Provide opportunity to participate in the school community. ○ Provide pastoral care/ nurture support to child and family. |

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| Race | <ul style="list-style-type: none"> ○ Comparative analysis of data to ensure attainment & progress in line regardless of race. ○ Reporting arrangements in place to eliminate and report unlawful discrimination in line with the LA policy. ○ Values curriculum celebrating diversity. ○ Prevent Duty in place and staff receive regular training. ○ A range of cultures celebrated through a range of resources and events ○ Role models from a range of cultures. ○ Equality statement in place for recruitment. | <ul style="list-style-type: none"> ○ Tracking to ensure progress at pupil progress meetings & data analysis meetings. ○ EAL interventions groups & resources available. ○ Inclusive opportunities to all activities. ○ Visitors form a range of cultures. ○ Pastoral support available for parents & children. ○ Equal opportunity employer – staff role models. | <ul style="list-style-type: none"> ○ Visitors from a range of cultures. ○ Assemblies. ○ Values curriculum. ○ Positive role models. ○ Wider curriculum explores variety of cultures. ○ Ensuring the engagement of all the school community in celebrations days/school events. |
| Pregnancy/maternity | <ul style="list-style-type: none"> ○ Flexible time off for antenatal appointments, etc. ○ Re-training on return to work. ○ Continuity of care & teaching of pupils before & during maternity leave. | <ul style="list-style-type: none"> ○ Open discussions with regard to: <ul style="list-style-type: none"> • Maternity policy • Return to work policy • KIT days | <ul style="list-style-type: none"> ○ Opportunities for new parents to bring their child/ren in to visit. ○ Invite staff to functions & productions. ○ Keeping in touch (KIT) days. ○ Open discussion & support provided to staff. |
| | <ul style="list-style-type: none"> ○ Adjustment to hours of work to current needs with agreement. ○ Paternity leave/medical and maternity appointments. ○ Keeping in touch days offered. | | |

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| <p>Sexual orientation</p> | <ul style="list-style-type: none"> ○ Values system promotes respect for difference. ○ Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems. ○ Equal opportunity recruitment policy. ○ Use of acceptable language, not tolerating the use of the word gay as a term of abuse. | <ul style="list-style-type: none"> ○ Curriculum which promotes tolerance and respects difference. ○ Recruitment policy that welcomes all. ○ Awareness/Support children whose parents are in a same sex relationship & equal opportunities given to same sex parent families to engage in school life. ○ Positive role models. ○ Through wider curriculum, children aware that families are different but all special. ○ Through texts that are used across the curriculum. | <ul style="list-style-type: none"> ○ Same sex partnership families are given equal opportunities to engage with school life & events. ○ Same support for all parents and children regardless of orientation. ○ Curriculum that promotes tolerance and respect for others. ○ Staff choice of disclosure. |
| <p>Religion and belief</p> | <ul style="list-style-type: none"> ○ Curriculum study involves a range of religions and promotes tolerance & support of all types of belief and nonbelief; this includes beliefs relating to lifestyle choices (such as veganism). ○ British Values curriculum. ○ PSHE Curriculum. ○ Prevent Duty in place. | <ul style="list-style-type: none"> ○ Curriculum that promotes understanding, tolerance & support for individual beliefs / non-beliefs. ○ Staff trained in Prevent Duty | <ul style="list-style-type: none"> ○ Visitors from a range of religions. ○ Visits to a wide range of places of worship. ○ Assemblies cover key events in a range of religions. Values curriculum. ○ Positive role models from a range of religions. ○ Recognise the right to withdraw from some non-statutory events due to religion/belief. ○ When learning about lifestyle choices due to beliefs, ensure alternative diets and foods are discussed in balance with other views and beliefs |
| | | | <p>and ensure school community understands why these decisions are made</p> |

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| Marriage or civil partnership | <ul style="list-style-type: none"> ○ Values system promotes respect for difference. ○ Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems. | <ul style="list-style-type: none"> ○ Curriculum that promotes tolerance and respects difference. ○ Awareness/Support children whose parents are in a same sex relationship & equal opportunities given to same sex parent families to engage in school life. ○ Positive role models. ○ Through wider curriculum, children aware that families are different but all special. | <ul style="list-style-type: none"> ○ Same sex partnership families are given equal opportunities to engage with school life & events. ○ Same support for all parents and children regardless of orientation. ○ Curriculum that promotes tolerance and respect for others. ○ Staff choice of disclosure. |
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| Protected characteristics | Engagement | | |
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| | How have we engaged with the protected groups to eliminate unlawful discrimination, harassment & victimisation? | How have we engaged with the protected groups to advance equality of opportunity between people who share a protected characteristic and those who do not? | How do we engage with protected groups in order to foster good relations between people who share a protected characteristic and those who do not? |
| Age | <ul style="list-style-type: none"> ○ The school has an ethos that values all, regardless of protected characteristic. ○ Recruitment for staff/ governing body/volunteers does not discriminate against age, as shown by the range of ages of those involved in the school. | <ul style="list-style-type: none"> ○ We have a wide range of ages in the school community who all have equal access to community events & are welcome to get involved in the school. | <ul style="list-style-type: none"> ○ Arranging community events that encourage family members of all ages. |
| Disability | <ul style="list-style-type: none"> ○ The school has an ethos that values all, regardless of protected characteristic. Each pupils/adult need determined individually, with the | <ul style="list-style-type: none"> ○ Accessibility plan & individual EHCPs updated, monitored & evaluated regularly to ensure accessibility & equality of opportunity, with | <ul style="list-style-type: none"> ○ Ethos of the school supports and values all pupils and encourages them to value, support and celebrate difference within each other. |

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| | <p>right support provided for them to be successful in the school, whether it is physical support in terms of access or academic support.</p> | <p>adjustments made whenever necessary.</p> <ul style="list-style-type: none"> ○ Proactive approach to supporting pupils with SEND – ongoing regular staff training. ○ All staff involved made aware of medical/health care needs of pupils. ○ Close liaison with parents and other professionals involved to ensure a united approach. | |
| Sex | <ul style="list-style-type: none"> ○ Equal opportunities promoted amongst children and staff. ○ Equal curriculum access regardless of gender. ○ Full school commitment to equality regardless of gender across all policies. | <ul style="list-style-type: none"> ○ An exciting and engaging curriculum. ○ Inclusive sports and clubs opportunities. ○ Inclusive values curriculum. ○ Inclusive PSHE curriculum. ○ Role models champion both genders. ○ Junior Leadership Team and pupil surveys ensure all pupils have a voice. | <ul style="list-style-type: none"> ○ Shared sports. ○ Curricular activities aimed at all. ○ Celebrating achievements for all. ○ Values system and PSHE Curriculum. ○ Role models of both genders. ○ Engagement with both genders of pupil families. |
| Gender reassignment | <ul style="list-style-type: none"> ○ Not applicable at current time of publication but we would gather advice and support from the relevant agencies. | <ul style="list-style-type: none"> ○ Not applicable at current time of publication but we would gather advice and support from the relevant agencies. | <ul style="list-style-type: none"> ○ Deal with on a case by case basis. ○ Offer professional support or help signpost to suitable professional agencies & provide opportunity to participate in the school community. ○ Provide pastoral care/nurture support to child and family |

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| Race | <ul style="list-style-type: none"> ○ The school creates a culture where all individuals are valued, with assemblies that promote a range of cultural traditions. ○ Anti-bullying and anti-racism is part of the school ethos, and these values are embodied by all – the community knows that any incidents can be | <ul style="list-style-type: none"> ○ Curriculum engages with other countries and cultures. ○ Junior Leadership Team/pupil surveys/ curriculum reviews ensure all pupils have a voice. | <ul style="list-style-type: none"> ○ Visitors from a range of cultures. ○ Assemblies. ○ Values and PSHE Curriculum. ○ Diverse curriculum developing cultural capital for all. ○ Positive role models. ○ Wider curriculum exploring a variety of cultures |
| | <p>reported without fear of repercussions on behalf of the informer.</p> <ul style="list-style-type: none"> ○ A clear behaviour policy ensures all groups feel safe and that any issues would be dealt with quickly. | | |
| Pregnancy/maternity | <ul style="list-style-type: none"> ○ The school has had successful returns to work after maternity, where “KIT” days have been put in place for catch up, and a flexible working arrangement has been made for return to work. | <ul style="list-style-type: none"> ○ Open discussions with regard to: <ul style="list-style-type: none"> ● Maternity policy ● Return to work policy ● Overlap/ catch up with “KIT” days to ensure that there is no disadvantage to staff | <ul style="list-style-type: none"> ○ Keeping in touch (KIT) days. Open discussion & support provided to staff. |
| Sexual orientation | <ul style="list-style-type: none"> ○ Values system promotes respect for difference. ○ Anti-bullying policy in place with reporting arrangements in place for incident logging & monitoring systems. ○ Staff choice of disclosure. | <ul style="list-style-type: none"> ○ Recruitment policy that welcomes all. ○ Awareness/Support children whose parents are in a same sex relationship & equal opportunities given to same sex parent families to engage in school life. ○ A wider curriculum including PSHE that develops children awareness that families are different and special. | <ul style="list-style-type: none"> ○ Same sex partnership families are given equal opportunities to engage with school life & events. ○ Same support for all parents and children regardless of orientation. ○ Curriculum that promotes tolerance and respect for others |

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| <p>Religion and belief</p> | <ul style="list-style-type: none"> ○ Curriculum study involves a range of religions and promotes tolerance & support of all types of belief and nonbelief. ○ Modern British Values curriculum. ○ Engagement with wider religious communities. | <ul style="list-style-type: none"> ○ Curriculum which promotes understanding, tolerance & support for individual belief/non-beliefs. | <ul style="list-style-type: none"> ○ Visitors from a range of religions. ○ Positive role models from a range of religions. ○ Ensure children who represent different beliefs and religions are given the opportunity to talk about their beliefs, lifestyle choices and religions to the school, fostering understanding and positive relations. |
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Equality Objectives 2023 - 2024

| Objectives What do we want to achieve? | Actions What will we do? | Resp. Who? | Time Scale Term to take place | Intended impact including milestones What do we want to see/be the case? How will we know we are succeeding? By end of Autumn/spring/summer? RAG rating: what have we achieved? |
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| To develop pupils' cultural capital. | <ul style="list-style-type: none"> Plan a wide range of opportunities across the year, across the school. Monitor the curriculum to ensure this is diverse and rich. Trips and visits Visitors linked to significant events PSHE curriculum embedded. | All staff and stakeholders. | Ongoing | Children will have a deeper understanding of the world around them, their place within it, and have the desire to explore it. |
| To further embed the school values into everyday school life in order to further promote the fundamental British Values. | <ul style="list-style-type: none"> Assemblies are used as an opportunity to promote key values PSHE lessons cover aspects of FBV and school values. Junior Leadership Team will take an active role to promote the values. Values are shared with parents through weekly newsletter. Values are constantly referred to throughout the curriculum. | All staff and stakeholders | Ongoing | Children will demonstrate these values in school and be able to demonstrate a deeper understanding of them through the wider school curriculum outcomes. |
| Maintain high standards and expectations of student behaviour, ensuring that incidences of discriminatory behaviour and bullying are reported, investigated, logged and acted upon in a systematic manner. | <ul style="list-style-type: none"> Further embed the positive behaviour policy, using Proud Cloud and House Points. Liaise closely with parents regarding any incidents of behaviour. Monitor behaviour logs and share with appropriate stakeholders. Adapt curriculum as and when needed to address any ongoing concerns. | All staff and stakeholders. | Ongoing | Pupils will demonstrate our high expectations of behaviour, impacting on behaviour for learning and pupil outcomes. There will be few incidences of disruptive behaviour, impacting on lesson time. |