



**SIR WILLIAM ROBERTSON**  
**ACADEMY**

**Equality Information and Objectives Statement and  
Action Plan**

**April 2023**

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## **Statement of Intent**

Sir William Robertson Academy (the School) welcomes its duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination
- Fostering good relationships
- Advancing equality of opportunity.

The School will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex
- Age
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership.

The school aims to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

This document is to be used in conjunction with AST Equality Information and Objectives Policy.

## **Aims to eradicate discrimination**

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful
- Always treating all members of the school community fairly
- Developing an understanding of diversity and inclusion and the benefits it can have
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values

- Adopting an inclusive curriculum that is accessible to all
- Encouraging compassion and open-mindedness
- Challenging bias and calling it out in order to move the conversation forward

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

### **Dealing with prejudice and celebrating diversity**

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our pupils are taught to be:

- Understanding of others
- Celebratory of diversity
- Eager to reach their full potential
- Inclusive
- Aware of what constitutes discriminatory behaviour

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

The school provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to pupils about diversity.
- Incorporating lessons about diversity into the curriculum.

## **Equality and dignity in the workplace**

We do not discriminate against staff with regard to their:

- Age
- Disability
- Gender reassignment
- Marital or civil partner status
- Pregnancy or maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the various Trust/school policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

## **Diversity and representation**

We aim to become a more diverse school community by developing a recruitment strategy for staff, Governors and Trustees.

We encourage all pupils to become involved in school matters e.g. through our school council, to ensure that the school meets the needs of our pupil cohort.

## **Inclusion**

We aim to be inclusive, actively seeking to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

We plan a curriculum that meets the needs of our pupils through:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment
- Providing other curricular opportunities outside the normal curriculum

We achieve educational inclusion by continually reviewing what we do, asking ourselves these key questions:

- Do our children achieve their best?
- Are there differences in the achievement of different groups of pupils?
- What are we doing for those pupils who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting harmony and preparing pupils to live in a diverse society?

### **Closing statement**

Prejudice is not tolerated and we are continuously working towards a more accepting and respectful environment for our school community.

## Appendix A – Equality Objectives Statement Action Plan

Objective	Action	Responsibility	Timescale	Impact
Develop a curriculum to close gaps in pupils learning caused by the COVID-19 pandemic while supporting pupil's mental health and wellbeing	Catch-up plans for Year 11, 13, disadvantaged and SEND pupils who have knowledge gaps arising from two years of COVID	SLT, Subject Leads	Sept 2022 - Ongoing	Year 11 and Year 13 students are well-prepared for their GCSE and A Level exams in Summer 2023. The gap is closing for disadvantaged pupils relative to their non-disadvantaged peers
	Identification of learning gaps for pupils from all other year groups which informs departmental strategies to support pupils' accelerated learning in each subject	SLT, Subject Leads	Sept 2022 - Ongoing	Pupils are able to demonstrate by the end of the school year that their depth and breadth of knowledge and understanding is comparable to previous year groups in pre-COVID years
To work towards becoming an Anti-Racist school	To review the diversity of our school curriculum and to include the use of Anna Freud Centre training <a href="#">resources</a>	SLT, Subject Leads	Due by July 2024	The school curriculum is richer and more inclusive, more accurately reflecting the diversity and cultural history of modern Britain
To work with students to overcome barriers to learning from socio-economic deprivation and mental health issues, allowing all pupils to thrive within a culture of success	The school employs the following staff to specifically support pupils overcome barriers: <ul style="list-style-type: none"> <li>• Pupil Engagement Officer</li> <li>• Pastoral Mentor</li> <li>• Learning Mentor</li> <li>• One to One Tutor (includes small group tuition)</li> <li>• Head of Year (Pupil Wellbeing)</li> </ul>	SLT, Subject Leads, Head of Year	Sept 2022 - Ongoing	All pupils feel supported in overcoming barriers to learning.
To further develop our school community's knowledge of all protected characteristics and relevant training and resources	Identify and act on key teaching points that demonstrate inclusion/equalities and progressive discussion within the curriculum via delivering lessons/assemblies that explicitly work on the themes of equalities and the protected characteristics	SLT, Subject Leads, Heads of Year	Sept 2022 Ongoing	All pupils feel safe, understand their rights, how they should be treated as well as how they should treat others. A reduction of incidences of the use of homophobic, sexist and racist language and reduce prejudice-related bullying.

	Deliver regular cyclical opportunities for staff and governors to receive training on equality and diversity.	SLT	Sept 2022 Ongoing	Staff and governors will feel confident in responding effectively to incidents relating to equality and diversity.
Developing greater cultural and ethnic diversity within our staff, our Local Governing Body and our Trust Board when vacancies arise	Development of a recruitment strategy for staff, Governors and Trustees to encourage more BAME applicants	HT, SBM, Dep SBM	Ongoing	The school and all tiers of governance will become increasingly diverse and be more representative of wider British society.