



SUPPORTING EQUALITY AT ERASMUS DARWIN ACADEMY

Our vision statement about Equality

Erasmus Darwin Academy seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and victimisation.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

Awareness of issues surrounding equality and discrimination are raised and actively discussed throughout all of the key stages in the Academy. The Social Moral, Spiritual and Cultural programme is designed to develop upon the central ethos of the Academy as a community in which its members respect each other.

Erasmus Darwin Academy pays due regard to its responsibilities under the Equalities Act 2010 through the following actions:

The Academy Motto is:

EXCELLENCE FOR ALL

Erasmus Darwin Academy has adopted the Olympic and Paralympic values as follows:

Excellence	Being the best you can be
Respect	Understanding others and their cultures
Friendship	To help people in all circumstances
Equality	To treat others how you would like to be treated
Determination	To try again and again when things go wrong
Courage	To carry on when the going gets tough
Inspiration	To follow in the footsteps of my role model

There is an extensive range of activities which allow students to explore the values and beliefs of others, develop their own personal values and beliefs, understand human feelings and emotions, investigate moral values and ethical issues and develop an understanding of how communities and societies function.

Individualising students' curriculums and develop flexible learning arrangements to support all students in attaining their target grades.

Weekly assemblies (visiting speakers - Police, Fire & Rescue, local churches etc), which raise a wide range of moral and religious issues. The themes for assemblies focus on respect to other peoples' values and beliefs, thereby challenging racism and valuing race equality.

Our tutorial programme mirrors our assembly programme, further developing our theme of the week which is an aspect of SMSC.

The development of integrated transition arrangements for new intake students, which follows discussions with parents, the SEN Co-ordinator, the SEN Co-ordinators of feeder schools and the Assistant Principal (Community).

Close monitoring of exclusion statistics by House Principals.

The use of external support agencies such as, 'Families First', School Nurse and local Youth Centre.

The Academy provides opportunities for a wide range of local and International travel and exchange visits, including China and countries throughout Europe.

The 6 Flexible Learning Days each year focus on all aspects of the Spiritual, Social, Moral, and Cultural Education of the students.

There is an extensive partnership with outside agencies and individuals to extend students' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists, concert tour and student email links to Germany and China.

All students follow a GCSE examination in RE that explores their understanding of major world religions and allows them to reflect on the similarities and differences in beliefs of different cultures and develop an appreciation of cultural diversity.

In curriculum subjects such as History, the treatment of minority groups is studied extensively and, in Geography, the issues surrounding the treatment of refugees and asylum seekers is discussed in a contemporary context.

The PSHE programme actively addresses discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria.

Successful levels of fundraising and charitable activities in the Academy have supported events such as 'Children in Need' and 'Sports Relief'. As well as collecting considerable sums of money, the events have raised awareness for the students of the moral and social issues that form the basis of the fundraising. Sixth Form students lead the fundraising for a nominated charity in each House.

Staff training on the requirements and obligations of the Equalities Act 2010 takes place annually.

MONITORING AND EVALUATING THE EFFECTIVENESS OF THE POLICY

A range of information, including quantitative and qualitative data, will be used. It will include:

Data from all of the protected characteristics of gender, age, race, disability, religion or belief and sexual orientation (where appropriate data is obtainable):

- Student attainment.
- Access to the curriculum and subject areas.
- Exclusions from Academy.
- Exclusions from areas of the curriculum, including Academy trips and extracurricular activities.
- Sanctions and rewards.
- Staff recruitment, retention and career development.
- Analysis of racist incidents.
- Ofsted reports on educational provision and standards.
- Consultation with parents, students, governors and the LA.

Data will be used to inform planning, identify priorities and to ensure the Academy's commitment to equal opportunities goes from policy to practice in order that we improve outcomes for all of our learners.

The data from the above monitoring is to be produced and reviewed annually by the Academy in a report to the full Governing Body, which will include a review of the Single Equality Action Plan.