



Three Towers

An Alternative Provision Academy

Expanding Horizons

Equality Plan

Adopted: March 2017

Review: March 2020

Meeting our duties

Under the old statutory duties all schools have responsibilities to promote race, disability and gender equality. The table below demonstrates the similarities in the old duties. The new Equality Duty for public bodies is not significantly different:

- to eliminate unlawful discrimination
- to advance equality of opportunity and
- to foster good relations between people who share a protected characteristic and those who do not.

Note that the 2006 Disability Equality Duty goes further than the other duties ensuring that public bodies take account of people's disabilities, even where that involves treating people more favourably.

Race equality	Disability equality	Gender equality	Age, sexual orientation, religion and belief
1. Eliminate unlawful discrimination 2. Promote equality of opportunity 3. Promote good relations between people of different racial groups.	1. Eliminate unlawful discrimination 2. Promote equality of opportunity 3. Promote positive attitudes towards disabled people 4. Eliminate disability- related harassment 5. Encourage participation by disabled people in public life 6. Take steps to take account of disabled peoples' disabilities, even where that involves treating disabled people more favourably than other people.	1. Eliminate unlawful discrimination 2. Promote equality of opportunity between men and women, girls and boys. Transgendered people are explicitly covered by the gender equality duty. The term transgendered refers to a range of people who do not feel comfortable with their birth gender. The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within its school community.	1. Eliminate unlawful discrimination 2. Promote equality of opportunity

Accessibility (See Accessibility Plan)

There is additional specific disability legislation in relation to disabled learners and accessibility which means we must plan strategically over time to:

- Increase access to the curriculum
- Make improvements to the physical environment of the school to increase access;
- Make written information accessible to learners in a range of different ways.

KEY:

R=Race, D=Disability, G=Gender, S= Sexual Orientation, A=Age, B=Religion or Belief, C= Community Cohesion

√ identifies which statutory duty/ equality legislation the planned action is meeting.

R	D	G	S	A	B	C	Action	Impact	Monitoring	Who	Timescale	Evidence
√	√	√	√	√	√	√	Produce, publish & promote the Equality Plan through the website, newsletter & staff email	Each part of TTAPA will have identified priorities for their development plan considering equality of opportunity	Questionnaires – parents/carers; staff; learners Learner feedback	CLT	March 2017	Enhanced awareness of the plan
√	√	√	√	√	√	√	All new & existing policies & procedures undergo EIA for TTAPA community members on a rolling programme	Enable TTAPA to address the needs of our diverse population and set priorities accordingly	Ensure practice matches policy through data analysis; reports to LGB	CLT / Governors	Ongoing	Policies reviewed and any risk identified so policies do not impact negatively upon different community groups
√	√	√	√	√	√	√	Ensure all staff and Governors are clear about the responsibilities for recruitment & selection of staff	Procedures ensure equality for candidates and recruit the best person to the role	Annual census data	CLT / Governors	Ongoing	Feedback from candidates on the process indicates fairness
√	√	√					Monitor & analysis learner achievement by race, gender and disability	CLT & MLT identify and address areas of underachievement to ensure needs of groups at risk of disadvantage are met	Monitor achievement by ethnicity, gender & disability Regular & consistent assessment and target setting	MLT & curriculum teams	Ongoing	Action taken on any trends or patterns in the data that indicate a need for additional support Future analysis will indicate closing of any gaps Achievement at all levels are celebrated
√	√	√			√	√	Continue to develop the curriculum to promote diversity	Positive role models from a range of groups are represented across the topics, subjects and key stages	Evaluation & review of teaching materials & PoS/SoW Learning Walks	MLT & curriculum teams	Ongoing	Resources, CPD needs & classroom displays reflect diversity

√	√	√	√	√	√	√	Ensure teaching resources and materials are available in accessible formats for all learners	Adaptations are made to materials that ensure the inclusion of each learner – differentiated resources, support staff, room use, devices	Lesson monitoring Work scrutiny Learning walks Progress data	All staff	Ongoing	Resources & expertise shared between staff to improve learner outcomes Joint working & good practice continue to develop
√	√	√	√	√	√	√	Ensure that information for parents/carers is accessible	Parents/carers are better equipped to support their child at TTAPA	Parental access needs & preference for communication are collected during admission meeting Parent/carer questionnaires	CLT	Ongoing	School publications to be fully accessible Key terms on displays around the school to be in different formats and key languages Additional support for disabled parents/carers and staff to help them to play a full part in the life of the school
√	√	√	√				Understand and address perceptions of race, sexual orientation, disability and gender equality in school.	TTAPA and wider community are aware of and actively working to support the Equality Plan. Staff are aware of the specific actions and behaviours needed to promote equality in the context of their job	Stake holder questionnaire Lesson observations Learning walks	All Staff	Ongoing	Negative perceptions are challenged, addressed and recorded Diversity is actively promoted across the service
√	√	√	√	√	√	√	Identify, respond to and report any racist, homophobic or other discriminatory incidents	All staff aware of procedures to report and confident in challenging incidents	Governors Reports	HT	Ongoing	Procedures are followed and any incidents reported
√	√				√	√	To continue to increase learners' awareness of diversity through community cohesion initiatives	Learners have an increased knowledge and experience of diversity and different communities	Curriculum Audit	HoD	Ongoing	Ongoing development of positive relationships, including links with different schools and communities;

												Celebration of a variety of cultural events throughout the year
√	√	√	√	√	√	√	To ensure that the physical environment is conducive to all learner/staff/visitors irrespective of disability	Positive impact on learning and teaching environment	Learner, staff and visitor feedback	CLT	Ongoing	Learner & staff questionnaires & feedback
√	√	√	√	√	√	√	CLT & Governors develop their skills, knowledge and understanding in order to lead effectively on Equality and to ensure that this is well embedded across the school.	Staff gain a shared understanding of the fundamental principles behind this important area	Learner, staff and visitor feedback	All staff	Ongoing	Staff training
√	√	√	√	√	√	√	CLT take responsibility for Equality including the strategic overview of the implementation of the Equality Policy in their area. Induction and CPD includes diverse perspectives and anti-discriminatory practices	Identified lead person will drive & support the work around Equality & Diversity	Governor report	All staff	March 2017	Training Needs Audits – training plan created
√	√	√	√	√	√	√	Conducting an Equality Impact Assessment if any changes to provision are being considered	CLT to compile a bespoke EIA to be used when applicable.	Governor Report	All staff	Summer term 2017	Impact assessments ongoing with relation to curriculum and equality
√	√	√	√	√	√	√	Raise awareness of LGBTQ within TTAPA and society	TTAPA is registered with Rainbow Flag and working towards accreditation through this organisation	Governors reports	HT School counsellor All staff	March 2017 ongoing	Rainbow Flag accreditation

							Ensure all staff are aware of Ofsted guidance on action to prevent and tackle LGBTQ bullying					
√	√	√	√	√	√	√	Diminish any gaps in learner attainment and progress with particular attention to learners attracting PPG and/or CLA monies	All learners achieve in accordance with their targets with no significant gaps in attainment between groups	Termly monitoring of progress and interventions Providing financial assistance for extra time activities and residential. Uniform support.	HoD All staff	Ongoing	Learner progress data
√	√	√	√	√	√	√	Improve attendance of all learners	All learners maintain high levels of attendance with no significant variation in attendance between learner groups	Monitoring and interventions	Pastoral teams	Ongoing	Attendance data
√	√	√	√	√	√	√	Promote positive images of a diverse range of people.	Learners understand that the school has a positive attitude to difference and diversity	Communal area display Curriculum resources	All staff	Ongoing	Questionnaires Behaviour logs

APPENDIX 1: TTAPA EQUALITY IMPACT ASSESSMENT PRO-FORMA

Part 1: EIA Screening

Provision, Criterion or Practice:	
EIA completed by:	
Date:	
EIA approved by:	

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		
Gender variance (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Part 2: Full EIA

Identify the aims of the policy/service/function and how it is implemented.

Please enter information/notes:

Assessment of impact (with regard to protected characteristics: disability, gender, race, religion or belief, sexual orientation, age, marriage and civil partnership, pregnancy and maternity)

Please enter information/notes:

Consideration of alternative measures or adjustments.

Please enter information/notes:

Consultation

Please enter information/notes:

Data to support the Assessment
<i>Please enter information/notes:</i>

Monitor for adverse impact in the future and publication of results of such monitoring
<i>Please enter information/notes:</i>

Publication of results of the impact assessment
<i>Please enter information/notes:</i>

Part 3: EIA Action Plan

Actions recommended as a result of this impact assessment.

Issue/Objective	Action required	Who	Timescale	Resources implications	Comments