

## EQUALITY AND DIVERSITY POLICY

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## EQUALITY AND DIVERSITY POLICY

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### 1. Rationale

1.1. The Equality and Diversity Policy aims at levelling and harmonising the nine protected characteristics of the Equality Act of 2010.

1.2. The protected characteristics state that all are to be treated equally and fairly regardless of:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- marriage and civil partnership

1.3. It also includes the further equality dimensions of age, religion or belief, sexual identity and social class.

1.4. It stresses the positive duty to promote equality (as opposed to just avoiding discrimination).

1.5. The Equal Opportunities Policy Statement has been written to comply with the following legislation and guidance:

- Race Relations Act 1976
- Race Relations (Amendment) Act 2000
- Commission for Racial Equality (CRE) guidance 2002, and re-issued in 2005
- Disability Discrimination Act 1995
- Disability Discrimination Act 2005
- Special Educational Needs & Disability Act 2001
- Special Educational Needs and Disability Act (SENDA)
- Sex Discrimination Act 1975
- Equality Act 2006.
- Equality and Human Rights Commission (EHRC) guidance
- Human Rights Act 1998
- Article 14 of the European Convention on Human Rights
- Employment Equality (Religion or belief) Regulations 2003
- Sex Discrimination Act 1975
- Employment Equality (Sexual Orientation) Regulations 2003
- The Equality Act (Sexual Orientation) Regulations 2007
- Gender Recognition Act 2004
- Employment Equality (Age) Regulations 2006
- Equality Act 2010

## **2. Policy Objectives**

- 2.1. The intention of the policy is to ensure that no discrimination takes place at the Trust on the grounds of the nine protected characteristics.
- 2.2. Equality of opportunity is addressed at all levels of decision-making within Future Academies.
- 2.3. Positive strategies are in place to achieve equality of opportunity and to celebrate diversity.
- 2.4. This single equality duty covers our general commitments to all members of our community.

## **3. Aims**

- 3.1. To make the Trust an inclusive environment where all pupils and staff, irrespective of their gender, gender identity, learning difficulty or disability, age, race, nationality, religion, belief, marriage status, pregnancy or sexual orientation are welcomed and valued.
- 3.2. To foster a positive, supportive environment where pupils and staff show respect for, and appreciation of, one another as individuals.
- 3.3. To prepare pupils for life in a diverse society by encouraging respect for linguistic, cultural and religious diversity as it exists in the local community and the wider world.
- 3.4. To develop a sense of personal and cultural identity in all pupils, that is reflected in their self confidence, openness towards other identities, and openness to change.
- 3.5. To widen the educational and personal horizons of all pupils where previously they may have been limited by ethnic background, religion or the perception of their disabilities, age, gender identity, marital status, pregnancy and sexual orientation.
- 3.6. To ensure that all pupils have the opportunity to access a full curriculum, regardless of their gender, gender identity, learning difficulty or disability, age, race, nationality, religion, belief, marriage status, pregnancy or sexual orientation
- 3.7. To identify and meet the diverse learning needs of all pupils.
- 3.8. To create a climate in which all pupils feel able to reveal skills, qualities and interests, and to celebrate their achievements.
- 3.9. To be pro-active in tackling and eliminating any form of discrimination on the basis of any of the nine protected characteristics.
- 3.10. To promote the benefits of diversity.

## **4. Guidelines**

- 4.1. The Trust follows the Westminster City Council and Governing Body Admission Policies that do not permit any background or identity to be used as criteria when considering admissions.
- 4.2. All Staff are encouraged to have the highest possible expectations of all pupils irrespective of any background or identity.
- 4.3. There is on-going monitoring of admissions, attendance, attainment and behaviour by groups.
- 4.4. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
- 4.5. The Trust has procedures in place to monitor attainment and achievement by ethnicity, gender, disability/SEN, looked after children and other factors in order to identify and respond to trends and patterns. Strategies to tackle differences in attainment and progress are reviewed regularly.

- 4.6. There is prompt and efficient intervention to close any attainment gaps between identified groups.
- 4.7. Equality of opportunity permeates the whole curriculum.
- 4.8. Pupils are encouraged to develop knowledge and skills in all curriculum areas.
- 4.9. The Trust ensures that judgements about pupil potential are not based on cultural, gender or disability stereotypes.
- 4.10. The Trust ensures that written and spoken language is not used in ways that assume stereotypes.
- 4.11. The Trust's Academy pastoral systems are designed to support individual pupils and their respective needs.
- 4.12. The Trust ensures that the counselling, guidance and tutoring offered to pupils and their families is devoid of stereotyping and provides opportunities to make decisions based on fact rather than perception.
- 4.13. The Trust strives to ensure that the range of accreditation offered meets the needs of all pupils.
- 4.14. No pupils are excluded from any educational visit, journey or activity which is part of the curriculum, due to the inability of his / her parents / carers to pay.
- 4.15. Any form of discrimination by any person will be considered to be serious.
- 4.16. Derogatory language is challenged. Sexist and racist language or attitudes are deemed to be unacceptable and will not be tolerated. All incidents will be dealt with immediately in accordance with the Academies' Policies and Procedures for Fostering Good Behaviour and the Prevention of Bullying.
- 4.17. Bullying, intimidation and harassment are deemed to be unacceptable and, should they occur, will be dealt with promptly. All incidents will be dealt with immediately in accordance with the Academies' Policies and Procedures for Fostering Good Behaviour and the Prevention of Bullying.
- 4.18. Offensive symbols or badges are forbidden. Offensive graffiti will be removed immediately.
- 4.19. Staff awareness of equality issues is promoted through CPD programmes.
- 4.20. We promote the Equality and Diversity Policy in our contact with external organisations.
- 4.21. We extend the equality ethos to our work in the community so that society as a whole may benefit.
- 4.22. We apply these same principles of respect and equality of opportunity within our workforce.
- 4.23. The Trust endeavours to recruit staff so that the staffing represents the diverse communities that it serves.
- 4.24. We consult widely on equality policy development.
- 4.25. We ensure that the content of this policy is known to all staff and governors, and also, as appropriate, to all pupils and parents.

## **5. Ethnicity Equality – specific arrangements**

- 5.1. The Trust welcomes its duties under the Race Relations (Amendment) Act 2000 which requires each school to publish its race (ethnicity) equality policy. This policy complies with the guidelines of the Commission for Racial Equality.
- 5.2. In addition to the general principles, procedures and provisions of the Single Equality Scheme, we recognize the need for further specific arrangements to promote ethnicity equality:

- 5.2.1. We oppose all forms of racism and xenophobia, including those forms that are directed towards religious groups and communities.
- 5.2.2. We develop in our pupils the knowledge, understandings and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.
- 5.2.3. We aim to create a common sense of belonging and to develop the skills of participation and responsible action.
- 5.2.4. From the time of registration each of the Trust's Academies aims to record and pronounce pupils' names accurately. Staff and pupils are encouraged to respect names from other cultures.
- 5.2.5. The Trust celebrates linguistic diversity and makes every effort to ensure that pupils are aware that their ability to speak a language other than English is valued.
- 5.2.6. The Trust conforms to the requirements of the relevant legislation regarding the need for certain groups to wear traditional dress. Each Academies' uniform policy takes account of this.
- 5.2.7. The Academies' curriculum takes account of different racial and cultural values by representing and welcoming people from different cultural backgrounds to talk and share in the daily life of the school.
- 5.2.8. Teaching activities throughout the Trust are designed to challenge cultural bias and stereotyping.
- 5.2.9. The Academies ensure that learning materials positively reflect the diverse nature of society and do not foster prejudice or stereotypical attitudes.
- 5.2.10. We promote engagement with parents of young people from minority ethnic communities and with community groups.
- 5.2.11. The Gifted and Talented programme contributes to releasing equality and achievement for learning for our ethnic minority pupils.
- 5.2.12. Analysis of absence rates by ethnicity enables us to promote regular attendance which is vital to pupil progress.
- 5.2.13. Close monitoring of pupil attainment enables us to address the attainment gaps for learners from minority ethnic communities who are at risk of underachieving.
- 5.2.14. Exclusions are monitored and action is taken where necessary when there is a disproportionate number of school exclusions among a particular ethnic group.
- 5.2.15. Strategies to reintegrate excluded pupils address the needs of pupils from all ethnic groups.
- 5.2.16. Pupils with English as an additional language are supported through whole-school strategies and resources.
- 5.2.17. All staff are expected to deal with racist incidents that may occur; to know how to identify and challenge racial and cultural bias and stereotyping; to support pupils in their class for whom English is an additional language; and to incorporate principles of equality and diversity into all aspects of their work.
- 5.2.18. The Academy deals firmly, consistently and effectively with racist incidents, harassment and bullying. All such incidents are recorded, investigated and reported
- 5.2.19. Extended services offered through school provide an opportunity to increase involvement by minority ethnic communities.

- 5.2.20. All staff and governors have access to a selection of resources which discuss and explain concepts of race equality and cultural diversity in appropriate detail.
- 5.2.21. Behaviour or action against the spirit or the letter of the aims on which this policy is based will be considered a serious disciplinary matter and may lead to dismissal.

## **6. Disability Equality Scheme– specific arrangements**

6.1. The Trust accepts its duties under the Disability Discrimination Act 1995 and the Disability Discrimination Act 2005, requiring each school to publish its Disability Equality Scheme and Disability Accessibility Plan.

6.2. The Disability Discrimination Act 1995 defines a disability as:

- ‘A physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities’.
- This definition of a disability now also includes those who have a progressive illness such as multiple sclerosis, cancer or HIV.

6.3. The Trust recognises the social model of disability, namely that it is often the social barriers within society that disable people, not their impairments.

The barriers can be:

- prejudicial and stereotypical attitudes
- lack of consideration in organisation and implementation
- inadequate access to information and facilities.

6.4. It is the policy of the Trust to work to avoid those barriers operating against its pupils and staff. The Act places a duty on the Trust and its Academies to have due regard to the need to:

- eliminate harassment of disabled people that is related to their disabilities
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled persons’ disabilities, even where that involves treating disabled people more favourably than other people.

6.5. In addition to the general principles, procedures and provisions of the Single Equality Scheme, we recognise the need for further specific arrangements to promote disability equality:

6.5.1. The Trust aims to provide accommodation that is of equal standard for all pupils and appropriate to their needs. Reasonable adjustments are made to ensure all areas of the school are accessible to all pupils irrespective of their physical limitations.

6.5.2. The Academies make reasonable adjustments to remove any barriers to access and to learning for our disabled pupils.

- 6.5.3. We encourage participation by disabled people in school life.
- 6.5.4. Disability equality is promoted through assemblies and within lessons.
- 6.5.5. The PSHE programme promotes disability equality.
- 6.5.6. Policy makers assess the impact of their policies and practices, or the likely impact of their proposed policies and practices, on equality for disabled persons. Policy makers assess and consult on the likely impact of proposed policies on the promotion of disability equality.
- 6.5.7. The disability equality scheme is reviewed by Directors every three years.

## **7. Gender Equality Scheme– specific arrangements**

- 7.1. The Trust welcomes its duties under the Sex Discrimination Act 1975 and the Equality Act 2006 to publish a gender equality scheme. This section is extended to include sexual orientation and gender recognition.
- 7.2. In addition to the general principles, procedures and provisions of the Single Equality Scheme, we recognise the need for further specific arrangements to promote gender equality:
  - 7.2.1. We gather and use information on how our policies and practices affect gender equality.
  - 7.2.2. The Academies conform to the requirements of the Sex Discrimination Act 1975 in drawing up the uniform requirements.
  - 7.2.3. In Physical Education girls and boys are encouraged to participate in a wide range of sports.
  - 7.2.4. Active support is offered to pupils to access and to operate within curriculum areas which are non-traditional for their gender.
  - 7.2.5. Pupils receive the same consideration on health and safety issues irrespective of their gender.
  - 7.2.6. The impact of our policies and practices, or the likely impact of their proposed policies and practices, on equality between girls and boys, women and men is assessed.
  - 7.2.7. Stakeholders are consulted in the development of our gender equality scheme.
  - 7.2.8. Stereotypical choices in curriculum options are challenged.
  - 7.2.9. We gather and use information on how our policies and functions affect gender equality in the workforce.
  - 7.2.10. We ensure that there are no differences between the pay of men and women that are related to their gender.
  - 7.2.11. We promote gender equality through positive role models.

## **8. Monitoring, Evaluation and Review**

- 8.1. Equal Opportunities are monitored by Future Academies and the Senior Leadership Team.
- 8.2. Future Academies will review this policy annually, and assess its implementation and effectiveness.