

S37 EQUALITY POLICY (NEW COMPOSITE POLICY)

Policy amalgamated with P21 Policy

Next Review:	January 2018
Responsible:	Principal
Review by Full Governing Body:	March 2016
Previously Reviewed:	March 2016
Review by Governors' Access/ Finance & Personnel Committee:	March 2016

1 INTRODUCTION

The Bushey Academy is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

The school operates equality of opportunity in its day to day practice in the following ways:

- **Teaching and learning**
- **Admissions and exclusions**
- **Equality and staff**

We comply fully with legislation which protects our staff from discrimination on the grounds of gender, transsexual status, race, disability, sexual orientation, religion or belief, or age. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with a person who is not disabled. This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures.

- We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society
- We will ensure the safety and well-being of our staff and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators

- We will provide regular training for staff to enable them to deal effectively with prejudice-related incidents
- We will tackle discrimination and anti-bullying reporting and record all forms of prejudice-related incidents for example, racism, homophobia, negative views of disabled people or sexism.

2. AIMS

The Governing Body of The Academy aims to support the creation of an environment that will:

- a) eliminate unlawful, direct and indirect discrimination and promote equality of opportunity
- b) ensure that no employee or job applicant receives less favourable treatment than another on grounds of ethnic origin, disability, creed, marital status, age, nationality, race, religion, gender or sexual orientation
- c) have regard to equal terms for men and women in employment in accordance with the Equal Treatment Directive
- d) eradicate racial, religious or sexual harassment or discrimination
- e) value, celebrate and learn from the cultural diversity of its staff
- f) allow each individual to feel valued and reach their potential.

3 PURPOSE OF THE POLICY

The Equality Act requires all public organisations, including schools, to comply with the Public Sector Equality Duty and two specific duties.

The purpose of this policy is to set out how The Bushey Academy's practice and staffing and teaching and learning policies have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Two “specific duties” require the Academy to

1. Publish annually information to show compliance with the Equality Duty set out in clause 149 of the Equality Act 2010
2. Publish Equality objectives at least every 4 years which are specific and measurable that further the aims of the equality duty.

4 COMMITMENT

The Bushey Academy is committed to:

- establishing a climate in which diversity is understood to be a strength of the community and is celebrated as such
- ensuring that no member of the school community feels disadvantaged due to their membership of a particular group
- creating a climate where people are able to speak openly about their experiences
- following agreed procedures for dealing with incidents, and ensuring that all members of the school community are fully conversant with them
- following the monitoring procedure to record all incidents and subsequent action
- keeping a formal record of all racist incidents and bullying incidents.

Our approach to equality is based on the following 7 key principles:

I. All learners are of equal value.

Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual identity.

II. We recognise, respect and value difference and understand that diversity is a strength.

We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

III. We foster positive attitudes and relationships.

We actively promote positive attitudes and mutual respect between groups and communities different from each other.

IV. We foster a shared sense of cohesion and belonging.

We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

V. We observe good equalities practice for our staff.

We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

The Academy will ensure that no employee receives less favourable treatment than another and that appropriate support is provided, so that all employees attain their full potential to the benefit of The Academy and themselves.

The cooperation of all employees is essential for the success of this policy. However, the Governing Body has lead responsibility for achieving the aims outlined here and for ensuring compliance with the relevant Acts of Parliament and Codes of Practice. Behaviour or action against the spirit or the letter of this policy will be considered a serious disciplinary matter and may lead to dismissal.

(vi). We have the highest expectations of all our children.

We expect that all pupils can make good progress and achieve to their highest potential. The Governing Body of The Academy aims to provide an appropriate learning experience for all students, whatever their ethnicity, origin, culture, gender, religion or ability. The Academy has high expectations of all students.

The Academy aims to provide students with the opportunity to learn in an environment free of prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.

(vii). We work to raise standards for all pupils, but especially for the most vulnerable.

We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

5 ROLES AND RESPONSIBILITIES

A. Governors

The Board of Governors has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Board of Governors has delegated day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Principal

B Leadership and Management

Those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to ensure that those they manage adhere to the policy and promote the aims and objectives of the academy with regard to equal opportunities.

The Senior Leaders are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

- a) identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups,
- b) monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns,
- c) addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents,
- d) ensuring that the performance of difference groups of students is monitored and evaluated, so that the particular needs of different

students are met and the impact of additional support on standards achieved is evaluated.

It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of leaders to ensure that:

- a) strategies are implemented to raise performance, aspirations and self-esteem
- b) staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students
- c) an environment is created which affirms and supports ethnic, cultural, religious, sexual orientations and gender identity and social diversity and effectively promotes good personal, community and race relations.

The academy equality scheme will be aligned with The Academy improvement plan. Its implementation will be monitored within the academy's self-evaluation and other review processes.

C Teaching

Teachers are responsible for ensuring that:

- a) teaching styles, methods, language, questioning and classroom management includes and engages all students
- b) suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds
- c) stereotypes and what are thought to be stereotypical activities are effectively challenged
- d) teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice
- e) they are aware of possible cultural assumptions and bias within their own attitudes (this also applies to non teaching staff).

All staff are responsible for:

- dealing with racist incidents and being able to recognise and deal with racial /gender bias and stereotyping
- promoting equal opportunities, good race relations and avoiding discrimination against anyone for reasons of race, colour, nationality or ethnic or national origins
- keeping up to date with the law on all forms of discrimination and taking up training and learning opportunities.

Commitment to action:

The Principal will ensure that:

- Diversity and equality are celebrated
- All staff understand what constitutes direct and indirect discrimination and receive training in anti-discrimination issues where relevant
- Official guidance in employment issues, including staff disciplinary and dismissal

procedures, is followed

- The value of diversity in the academy staff and Governing Body is recognised; the recruitment policy does not discriminate against specific groups and appropriate action is taken in seeking staff and governors from a diversity of backgrounds
- The implementation of the academy pay structure is free from discrimination
- Performance management and access to CPD are free from discrimination.
- The curriculum and its delivery do not disadvantage people as a consequence of their ethnicity, religion, culture, gender, age, disability or sexual orientation/gender identity
- Incidents of racial harassment or bullying are dealt with and recorded appropriately
- Academic achievement of students from minority groups is monitored and interventions are put into place in the case of any student who is underachieving as a result of their membership of a particular group
- Key performance indicators, sanctions and rewards will be monitored for disparities across different groups
- Discrimination on basis of ethnicity, religion, culture, gender, age, disability or sexual orientation/gender identity is prevented.

Our Students will:

- Have awareness of the principles contained in the policy and act accordingly
- Ensure that all other members of the school community feel valued and accepted, regardless of difference
- Make an effort to inform themselves about how they can help other students regardless of difference
- Actively support the elimination of discrimination against any individuals or groups
- Recognise and celebrate the benefits of diversity and equality.

Our Parents/Guardians will:

- Support the academy in adhering to the guiding principles and helping eliminate discrimination
- Make their child aware of treating people equally.

6 EQUALITY OF OPPORTUNITIES FOR STUDENTS

1 Disability

1.1 Where students have physical and/or learning disabilities, the academy will ensure that:

- a) Reasonable arrangements are made to ensure that disabled students can gain full access to the curriculum, and
- b) It works effectively with local services and agencies to provide coherent support.

1.2 Gender

1.2.1 The Academy will ensure that:

- a) guidance is given on subject choices and careers, encouraging students to consider non-stereotypical opportunities
- b) gender issues are considered when preparing for, and following up, work experience, and

- c) account is taken of positive role models when inviting speakers and representatives into the Academy and in the promotion of specific initiatives.

1.3 Minority Ethnic Groups, including Refugees

1.3.1 The Academy will ensure that:

- a) home – academy links are made to involve parents directly in the work of The Academy,
- b) linguistic diversity is positively recognised,
- c) interpretation and translation services are made available as quickly as possible,
- d) links are established with the local community,
- e) staff work effectively with other local services,
- f) learning support for ethnic minority students is efficient and effective, provision is made for the spiritual, moral, social and cultural education, of minority ethnic groups, including refugees
- g) delete appropriate resources and information is provided
- h) Students' names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from cultures other than their own.

1.4 Travellers

1.4.1 The Academy will ensure that:

- a) children from the traveller community are successfully integrated into The Academy,
- b) children from the traveller community with special educational needs receive appropriate support, and
- c) travellers' cultures are affirmed to share and broaden experiences for all students.

1.5.0 Sexual Orientation/Gender Identity

1.5.1 We promote equality of opportunity for all students and staff regardless of their sexual orientation/gender identity. Regulations make it unlawful to discriminate, harass or victimise anyone because of their actual or perceived sexual orientation/gender identity

7 RECRUITMENT AND SELECTION

The Academy aims to ensure that no job applicant receives less favourable treatment because of a Protected Characteristic. Recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities and that sufficiently diverse sectors of the community are reached. Job selection criteria are reviewed from time to time to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.

Staff Training and Promotion and Conditions of Service

Staff training needs shall be identified through regular staff appraisals. All workers will be given an equal opportunity and access to training to enable them to progress within the organisation. All promotion decisions shall be made on the basis of merit.

Our conditions of service, benefits and facilities will be reviewed from time to time to ensure that they are available to all workers who should have access to them and that there are no unlawful obstacles to accessing them.

8 USING INFORMATION - EQUALITY IMPACTS ASSESSMENTS, DATA AND OTHER INFORMATION Equality Impact Assessment (EQIAs)

EQIAs help us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). EQIAs help us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, disability and gender.

9 MONITORING, EVALUATION AND REVIEW OF POLICY

The Governing Body will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.