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# EQUALITY & DIVERSITY

## Policy Details

Written by (signed, role)	Checked by (signed, role)	Date	Review due
Mr M Ball, Executive Headteacher 	Lesley Foster Chair of Governors 	September 2022	September 2024



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## **Introduction**

Our federation is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip young people and other stakeholders with an awareness of our diverse society and to appreciate the value of difference.

Every member of the federation is regarded as of equal worth and importance, irrespective of his/her race, religion, culture, gender, sexual orientation or ability.

Every aspect of the federation's activity has an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and young people.

The federation's environment influences the developing attitudes of the young people within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

We live in a society where discrimination can segregate and isolate people from their communities. The federation aims through its proactive approach to inclusion to enable our young people to an equality of access to their communities. The federation aims to support others to develop their ability to educate young people with wide-ranging differences. Addressing fundamental prejudices against disability in both young people and adults is a core element of our inclusion work.

## **Rationale**

It is a basic entitlement of all children at our school that they receive their education in a safe, secure environment, free from humiliation, oppression and abuse.

Education is compulsory and therefore it is the responsibility of all adults in the school community to ensure that it takes place in a caring, supportive and protective atmosphere.

## **The Law and Discrimination**

### *Sex Discrimination*

The Sex Discrimination Act 1975 applies to both males and females and makes it unlawful to discriminate against a person on the grounds of his or her sex.

### *Racial Discrimination*

The Race Relations Act 1976 defines racial discrimination as discrimination on the grounds of colour, race, nationality or ethnic or national origins.

### *Disability Discrimination*

Under the Disability Discrimination 1995 and the renewed Act of 2010, disabled people have a right not to be discriminated against in employment or access to goods or services, in this case education provision. A person has a disability if he or she has a physical or mental impairment which has a substantial long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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## **Aims and Values**

Our federation is welcoming, where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole child within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

In our schools we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

### **We aim to:**

- Provide a secure environment in which all our children can flourish
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity;
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- To ensure that all staff feel valued and supported and have appropriate professional development.
- Plan systematically to improve our understanding and promotion of diversity;
- Actively challenge discrimination and disadvantage;
- Make inclusion a thread which runs through all our activities

### **To achieve these aims we will:**

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- Publish and share our policies and impact assessments with the whole community;
- Collect and analyse data to ensure all groups are progressing well and no is subject to disadvantage;
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- Have high expectations of behaviour which demonstrates respect to others;

## **Leadership, Management and Governance**

Leaders and governors of our federation are committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- Encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- Working in partnership with families, the local authority (LA) and the wider community to establish promote and disseminate inclusive practice and tackle discrimination ensuring that this statement is followed.

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## Responsibilities

### The Governing Body

It is the Governing Body's responsibility to

- Ensure that the school complies with equality legislation;
- Meet requirements to publish equality schemes;
- Ensure that the school's statement and its procedures and strategies are carried out and monitored with the appropriate impact assessments informing future plans;
- Scrutinize the recording and reporting procedures at least annually;
- Follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- Monitor attendance and take appropriate action where necessary;
- Have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- Provide information in appropriate, accessible formats;
- Be involved in dealing with serious breaches of this statement;
- Be pro-active in recruiting high-quality applicants from under-represented groups.

### School Leaders

It is the school leaders' responsibility

- To implement the statement and its strategies and procedures;
- To ensure that all staff receive appropriate and relevant continuous professional development;
- Actively challenge and take appropriate action in any cases of discriminatory practice;
- Deal with any reported incidents of harassment or bullying in line with LA guidance;
- Ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity statement;
- Report on progress to governors

### All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying;
- Deal effectively with all incidents from overt name-calling to the subtler forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping with the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

### Breaches of the Statement

All breaches of the statement will be rigorously followed up using the appropriate procedures, and reported to the Governing Body and LA as required.

Matthew Ball, Executive Headteacher, September 2022

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