

Equality and Diversity Statement

April 2018

Next review day: April 2020



Legal Duties

1.1 - We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

1.2 - We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

1.3- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2.0 - Guiding Principles

2.1 - In fulfilling our legal obligations we will be guided by seven core statements:

2.1.1 - Statement 1: All learners are of equal value. We see all learners and potential learners, and their parents and carers, as 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;
- Whatever their sexual identity.

2.1.2 - Statement 2: We recognise, welcome and respect diversity. Treating people equally (Statement 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made;
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised;
- Religion, belief or faith background;
- Sexual identity.

2.1.3 - Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging. We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;

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- Mutual respect and good relations between boys and girls, and women and men; and an absence of sexual and homophobic harassment.

2.1.4 - Statement 4: We observe good equalities practice, including staff recruitment, retention and development. We ensure that policies and procedures should benefit all employees and potential employees, for example 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

2.1.5 - Statement 5: We aim to reduce and remove existing inequalities and barriers. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people;
- People of different ethnic, cultural and religious backgrounds;
- Girls and boys, women and men.

2.1.6 - Statement 6: We consult and involve widely. We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled;
- People from a range of ethnic, cultural and religious backgrounds;
- Both women and men, and girls and boys;
- Gay people as well as straight.

2.1.7 - Statement 7: We strive to ensure that society will benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- Gay people as well as straight.

3.0 – The Curriculum

3.1 - We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven statements set out in paragraph 2 above.

4.0 – Ethos and organisation

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4.1 - We ensure the principles listed in section 2 above apply to the full range of our policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement;
- Pupils' personal development, welfare and well-being;
- Teaching styles and strategies;
- Admissions and attendance;
- Staff recruitment, retention and professional development;
- Care, guidance and support;
- Behaviour, discipline and exclusions;
- Working in partnership with parents, carers and guardians;
- Working with the wider community.

5.0 - Addressing Prejudice Related Incidents

5.1 - The Academy is opposed to all forms of prejudice that stand in the way of fulfilling the legal duties referred to in paragraph 1:

- Prejudices around disability and special educational needs;
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- Prejudices reflecting sexism and homophobia.

5.2 - There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.] *Please amend or delete as appropriate.*

5.3 - We take seriously our obligation to report regularly to the local authority and the Academy Trust about the numbers, types and seriousness of prejudice-related incidents at our Academy and how they are dealt with.

6.0 – Roles and Responsibilities

6.1 - We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in welcoming diversity and in identifying and understanding equality barriers and setting objectives to address these.

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School Community	Responsibility
Headteacher /Executive Headteacher	<p>As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Senior Management Team	<p>To support the Head / Principal as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum. Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Non-Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made by the headteacher/principal on how pupils and parents/carers can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the school</p>

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School Community	Responsibility
	community in tackling inequality and achieving equality of opportunity for all.

6.2 - We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on **Academy website and in a newsletter to the parents.**

7.0 – Breaches of this Policy

7.1 - Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by NET Academies Trust, the headteacher and governing body.

8.0 - Approval and Review

8.1 - This policy has been approved by the Board in April 2018

8.2 - This policy shall be reviewed no less than once every two years to ensure its continued effectiveness and compliance with the law and regulations.

8.3- Next review date: April 2020