Policy Name: Equality and Diversity
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SLT Responsible: Headteacher/Principal
Other Staff:
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1. **Introduction**

Impact Multi Academy Trust Schools are committed to promoting equal opportunities, valuing diversity and tackling social exclusion. We aim to equip children with an awareness of our diverse society and to appreciate the value of difference. All policy principles are within national guidelines and legislation.

Every child matters irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.

Every aspect of our school 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 children.

The school environment influences the developing attitudes of the children within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

Our schools aim through their proactive approach to inclusion to enable all children to an equality of access to experience, opportunity and success.

2. **The Context of the policy**

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

3. **Aim**

Impact Multi Academy Trust Schools aim to foster a sense of community in which all students and staff are valued and can thrive, regardless of:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (including lack of religion or belief)
- gender
- sexual orientation and (in the case of adult members of the Academy Community)
- marital or civil partnership status; and age

These can be called the **Protected Characteristics.**
We will not tolerate racism, sexism, negative attitudes towards disability and other discriminatory practices. Any breach of this policy is dealt with by the appropriate member of staff or line manager. Where further action is needed, this will be taken in line with the behaviour management policy, staff disciplinary procedure or complaints policy.

4. Objectives

We aim to:

- Encourage students to be open-minded and challenge prejudice.
- Help students to develop their self-esteem and to recognise that they are each valued as individuals through actively encouraging their access to the full curriculum and extra curricular activities.
- Demonstrate that students are respected as individuals.
- Help each student to achieve their full potential.
- Enable students to contribute actively to the process of education by bringing their cultural experiences, values and perspectives to it.
- Be sensitive about equal opportunities issues in the selection of teaching materials and be aware of images and text, which may stereotype or denigrate groups or individuals.
- Ensure that Impact Multi Academy Trust is an equal opportunities employer so that staff feel valued, supported and have appropriate advice and encouragement for Professional Development.
- Use our resources to help those who need additional help to overcome barriers.

We aim to achieve this by:

- Treating all those within the whole school community (e.g. students, staff, governors, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experiences.
- Creating a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices
- Encouraging everyone within our school community to gain a positive self-image and high self esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing others' similarities and differences and facing equality issues openly.
- Striving to identify and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.
- Monitoring and reviewing all of the above to seek to secure continuous improvement.

This statement of Equal Opportunities requires a commitment from every member of the school community. It is based upon our Code of Conduct that rests upon the principles of Respect, Responsibility and Cooperation.
Staff, Governors and Directors will ensure that:

5. Gender
- All students have equal access to activities, opportunities and services offered within the school as appropriate.
- Teaching and support staff are aware that gender stereotyping may influence their expectations and attitudes. Teaching, ethos and curriculum organisation should actively encourage students to make choices based on their preferences.
- Staff should act as positive role models for students.

6. Disability
- Students will be encouraged to have an awareness of, and understanding of, disability which will be promoted through PSHE lessons, assemblies and focus weeks as appropriate.
- All staff will be aware of the specific individual needs of students with disabilities and will provide appropriate support.
- School access will be appropriate for all students (see Accessibility Plan).

7. Race
The Equality Act 2010, defines racial discrimination as discrimination on the grounds of colour, race, nationality, ethnic or national origins.

Appropriate action will be taken in line with our Behaviour Management and Anti-Bullying policies in dealing with any incident of physical or verbal threats, abuse or harassment of individuals or groups related to their religion, race, language, ability/disability, sexuality age or gender.

This policy has been developed with reference to the Human Rights Act 1998 and the Equality Act 2010 and should be reviewed if substantial changes occur.

This policy, sets out our commitment to tackling racial discrimination and promoting equality and good race relations, and explains what this means for the whole school community.

Our schools will promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

8. Religion
We acknowledge that members of our school communities come from diverse backgrounds: some have no religious faith; others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others. For further information about Collective Worship please refer to our Collective Worship policy.

With regard to the teaching of RE we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make students religious, but to teach them about religion.
9. **Vulnerable groups**
- All students should have equal access to activities, opportunities and services offered at school as appropriate.
- Teaching and support staff are aware of how vulnerability e.g. a student in care may influence their expectations and attitudes and should therefore adjust their behaviour accordingly.

10. **Key actions in promoting equality**

10.1 **The ethos of the school**
- This policy reflects the ethos of the school and is linked to all the Trust and School policies.
- Steps are taken to ensure that everyone associated with the Trust and its schools is kept informed about this equality policy and abides by it.
- The policies and procedures are regularly reviewed.

10.2 **Student’s achievement and progress**
- Students’ attainment and progress in individual subjects are monitored by groups e.g. ethnicity, gender, SEN.
- The schools develop strategies for tackling differences in the attainment and progress of groups.
- The schools value the achievements and progress of students from all groups.
- All students have equal access to extra-curricular activities.
- Students are offered the support and guidance they need.
- Staff challenge racism and stereotyping and promote racial and gender equality in education, employment, training and career choice.
- Steps are taken to strive to ensure that students on work experience are not subjected to racism or sexual/racial harassment.

10.3 **Curriculum, teaching and learning (including language and cultural needs)**
- Our schools promote an inclusive curriculum which aspires to the diverse nature of our society.
- Diversity is promoted and racism and discrimination challenged.
- Curriculum planning takes account of the needs of all students.
- Subject leaders provide guidance and examples of good practice for colleagues.
- Our schools monitor and evaluate their effectiveness in providing an appropriate curriculum for all students.
- The allocation of students to teaching groups and optional subjects is fair and equitable to students from all groups.
- Assessment outcomes are used to: identify the specific needs of all students; inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of boys and girls, students from different ethnic groups and students with SEN; and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The schools take active steps to ensure that resources in all areas of the curriculum are inclusive.
10.4 **Students who have English as an Additional language (EAL)**
- Our schools recognise and value multilingualism.
- The language and learning needs of ethnic minority students are identified and appropriate support used.

10.5 **Parents, carers, governors and community partnership**
- Parents and carers are welcome and respected in school.
- People from all backgrounds are able to become school governors/directors.
- Governors/directors will be encouraged to play an active role in the life of the school in order to fulfil their monitoring duties.
- Our schools seek to support all governors in performing their role, for example, through school induction procedures for new governors.
- All parents and carers are regularly informed of their child's progress.
- Steps are taken to involve parents and carers from minority groups/backgrounds in the life of the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school enables community groups to use its facilities for after school activities and for holiday schemes.

10.6 **Pupil behaviour, discipline and exclusion**
- Our schools’ procedures for managing behaviour and disciplining students are fair and applied equally to all students, irrespective of ethnicity.
- The process of excluding a pupil is fair and equitable to all students.
- Strategies to reintegrate students from long-term absence and exclusion address the needs of students from all ethnic groups.

10.7 **Racism and racial harassment**
- There are established procedures for dealing with and recording incidents of racism and racial harassment which are understood by everyone in the school community.

10.8 **Admissions and transfer procedures**
- Our schools will take active steps to ensure that the admission process is fair and equitable to students from all groups.
- The schools monitor students’ attendance for all groups and uses the data to develop strategies to address poor attendance.
- Provision is made for students to take time off for religious observance, through leave of absence and authorised absence.

10.9 **Staff recruitment and career development**
- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- Applications from all ethnic groups are welcomed at all levels in our schools.
- The recruitment and selection process ensures that discrimination is not taking place.
- The schools monitors the employment and professional development of staff.
Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all groups.

The schools strive to ensure that redundancy policies avoid any form of discrimination.

10.10 Equal Opportunities Employer
The Headteacher/Principal ensure that in recruitment procedures any advertisements, shortlisting and interview procedures are without any hint of direct or indirect discrimination. In staff appointments the best candidate will be appointed based upon strict professional criteria as laid down in the job description. During employment it would be unlawful to discriminate in the way opportunities for promotion, transfer or training were offered. It is also unlawful to discriminate in dismissals, particularly in redundancy dismissals.

11. Roles and Responsibilities

11.1 All Staff
All staff are responsible for upholding and promoting the Staff Code of Conduct and school rules and for promoting equality and raising the achievement of all students (including, for instance, those from minority ethnic groups).

11.1 Governors/Directors
The Trust Directors have agreed this policy and will review it annually. The Governing Body of each school will be responsible for monitoring this policy and will receive progress reports from the Headteacher/Principal and other school staff.

11.2 Headteacher/Principal
The Headteacher/Principal will demonstrate through personal leadership the importance of this policy ensuring that all staff are aware of the policy and understand their roles and responsibilities in relation to it. The Headteacher/Principal will monitor the impact of this policy.

Where additional funding is available for raising the achievement of specific groups of students, the Headteacher/Principal will ensure that the additional resources are used appropriately for this purpose and targeted on the basis of identified needs. The Headteacher/Principal will report termly to the Governing Body.

11.3 Heads of Department/Subject Leaders
Heads of Departments or the nominated subject leaders will be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that equality is being promoted.

12. Teachers
Teachers will familiarise themselves with this policy and know that their responsibility is to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for pastoral care and behavioural issues.

13. Support Staff
Support staff will familiarise themselves with this policy and know what their responsibility is to ensure that the policy is implemented.
14. Students
Students will be made aware of how the policy applies to them. They will learn to treat each other with respect and report incidents of a discrimination to an appropriate adult.

15. Awareness of Policy
Parents/carers and students should know that the school has an equality and diversity policy and is committed to equality of opportunity for all students. This policy will be available on the Schools’ websites.

16. Monitoring
Monitoring the implementation and effectiveness of the equality and diversity policy is undertaken in the following ways:

- All reports of racism and discrimination are logged on SIMs.
- Student achievement is analysed in terms of ethnicity, gender, SEND, Children Looked After (CLA) and those identified as eligible for Pupil Premium.
- Recruitment processes are monitored in terms of recording ethnicity, details about applicants and appointments through the ‘Equal Opportunities’ section of the application form and recruitment recording forms.

17. Reporting and recording incidents of discrimination

Questions about this policy: If you have any questions about the content or application of this policy, you should contact the Headteacher/Principal.

Complaints: If you believe that you have received less favourable treatment on any of the unlawful grounds listed in paragraph 2 above, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the Complaints Procedure. A copy of the Complaints Procedure is available on the school website. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.

Reports: If you would like to report a breach of this policy that does not constitute a complaint, please contact the Headteacher/Principal.

Enforcement: We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the School Community who is found to have acted in contravention of this policy.

Record: All reported breaches of this policy will be recorded and this record will be reviewed annually by the Headteacher/Principal.

18. Complaints Procedure
If anyone in the school feels that this policy is not being followed then they should raise the matter with their personal line manager and if necessary the Headteacher/Principal. If there is a formal complaint then the school's complaints procedure will be used.
19. **Review**

Our schools will monitor the impact of their policies and procedures on different groups (by race, gender and disability) and the effectiveness of such policies are assessed through school self-evaluation procedures.

The outcomes of monitoring, pupil behaviour, discipline and exclusion are analysed annually by the Senior Leadership Team attitudes and the effectiveness of the policy is reviewed.