

<b>School:</b>	<b>The Spires Academy</b>		
<b>Policy:</b>	<b>Equality &amp; Diversity Policy</b>		
<u>Notes</u>			
<ul style="list-style-type: none"> <li>i. In this policy all references to 'The Academy' represent The Spires Academy</li> <li>ii. Each academy must ensure highlighted sections only are amended to reflect local arrangements.</li> <li>iii. This policy must not be changed without prior discussion with Catch22 Multi Academies Trust</li> </ul>			
<b>Date of last review:</b>	Jan 2019	<b>Review period:</b>	Every 4 Years
<b>Date of next review:</b>	Jan 2023	<b>Owner:</b>	Accounting Officer
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## **1. Introduction**

The Catch22 Multi Academies Trust Board of Trustees has agreed this Policy and, as such, it applies to all Academies within the Trust.

In all Catch22 Academies, we welcome our duties under the Equality Act 2010 and aim to promote a positive and welcoming culture where discrimination is not tolerated. This policy reflects our commitment to ensuring unbiased treatment that pupils, parents, carers, employees and prospective employees are entitled to expect. We believe that every individual has the right to be valued, respected and offered equal opportunities, access and treatment. This is regardless of race, colour, ethnic origin, nationality, sex, religion, gender, marital status, age, disability or sexuality. We try to promote equality and challenge discrimination and stereotyping to make our Academies truly inclusive and promote high achievement for all.

We welcome our duty under the Education and Inspectors Act 2006 to promote community cohesion.

## **2. Guiding Principles**

In fulfilling the legal obligations cited above, we are guided by eight principles:

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 or gender identity;
- Whatever their religious or non-religious affiliation or faith background;
- Whatever their sexual identity.

2. We recognise and respect difference.

Treating people equally (as per number 1 above) does not necessarily mean 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.

3. We foster positive attitudes and relationships, and a shared sense of cohesion and 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;
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual or homophobic harassment.

4. We observe good equalities practice in staff recruitment, retention and employment.

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;
- Whatever their gender and sexual identity, and with full respect for legal rights relating pregnancy and maternity.

5. We aim to reduce and remove barriers and inequalities that already exist.

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 already exist between:

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

6. We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by 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 and non-disabled people;
- People from a range of ethnic, cultural and religious backgrounds;
- Both men and women, girls and boys;
- People of differing sexual orientations.

7. Society as a whole should 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 and non-disabled people;
- A wide range people from differing ethnic, cultural and religious backgrounds;

- People of differing sexual orientations.

8. We base our practices on sound evidence.

We maintain and publish qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010. See Appendix A

### **3. The curriculum**

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in the Guiding Principles.

### **4. Ethos and organisation**

We ensure that principles listed in paragraph 4 above apply to the full range of policies and practices, including those 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, disciplines and exclusions;
- Working in partnership with parents, carers and guardians;
- Working with the wider community.

### **5. Addressing prejudice and prejudice-related bullying**

Catch22 Academies are opposed to all forms of prejudice which stand in the way of fulfilling the legal duties:

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

There is guidance available to all in Catch22 Academies on how prejudice related incidents should be identified, assessed and dealt with. We keep a record of prejudice related incidents if any and provide a report to the about the numbers, types and seriousness of prejudice related incidents at our Academies and how they are dealt with. These are recorded on CPOMS or the Discrimination Related Incident Report form (See Appendix C)

### **6. Roles and responsibilities**

Each local Governing Body is responsible for ensuring that their Academy complies with legislation, and that this policy and related procedures and action plans are implemented. A member of the governing body has a watching brief regarding the implementation of this policy. The Headteacher is responsible for implementing the policy: for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in cases of unlawful discrimination.

The SLT has day-to-day responsibility for coordinating implementation of the policy. All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom;
- Deal with any prejudice related incidents that may occur;
- Plan and deliver curricula and lessons that reflect the principles in paragraph 4 above;
- Support pupils in their class for whom English is an additional language;
- Keep up to date with equalities legislation relevant to their work.

## **7. Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parent and carers. All staff and governors have access to a selection of resources which discuss and explain concepts of quality, diversity and community cohesion in appropriate detail. See Appendix B

## **8. Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice where this is possible.

## **9. Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **10. Monitoring and review**

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, and gender.

## **11. Definitions**

Racism: The accepted definition of a racist incident, following the “Macpherson Report”, is: “any incident which is perceived to be racist by the victim or any other person.”

Disability: The Disability Discrimination Act 1995 defines a disabled person as someone who has a ‘physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities’. According to the DDA, an impairment is to be treated as affecting the person’s ability to carry out normal day-to-day activities, only if it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand and perception of the risk of danger.

Religion or Belief: The Equality Act defines “religion” as being any religion, and “belief” as any religious or philosophical belief. A lack of religion or a lack of belief are also protected characteristics. These definitions are fairly broad and the concepts of religion and belief therefore must be construed in accordance with Article 9 of the European Convention on Human Rights and with existing case law.

Sex/Gender: Catch22 Academies need to make sure that pupils of one sex are not singled out for different and less favourable treatment from that given to other pupils. They should check that there are no practices which could result in unfair, less favourable treatment of boys or girls. For example, it would be unlawful for an Academy to require girls to learn needlework while giving boys the choice between needlework and woodwork classes.

## **12. Related Policies & Documents**

This policy links to the following policies and procedures:

- Safeguarding and Child Protection
- Intimate Care
- Positive Handling
- Anti-Bullying
- Behaviour
- Health and Safety
- Code of Conduct setting out standards and acceptable behaviour for staff
- E-Safety and ICT acceptable use
- Managing allegations of abuse against staff;
- Admission
- Whistleblowing
- Gender; Disability
- Race Equality
- Special Educational Need

## Appendix A: Equality Objectives for the XXXX Academy

In everything we do as an Academy, we take account of how we can get rid of discrimination, give pupils an equal chance, and encourage everyone to get along. Here are some of the ways we do this

The Academy gathers information on the pupil population broken down by ethnicity and gender.

*Data updated from the January census 2019:*

	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Total</b>			

*Vulnerable Groups:*

<b>FSM</b>	<b>EAL</b>	<b>Pupil Premium</b>

**SEN:**

<b>SEN</b>	<b>SEN Education, Health and care plan (code E)</b>	<b>SEN Statemented (code S)</b>	<b>SEN SEN support (code K)</b>	<b>Total number of pupils with SEN</b>
<b>Total</b>				

- The Academy gathers information about significant difference in attainment between different groups as well as pupils of different background. There is no significant difference in attainment between girls and boys across all year groups.
- A senior member of staff, the Inclusion Leaders, has special responsibility for equality matters. The Head of School monitor the progress and has overall responsibility.
- Pupil Premium money is targeted to specific groups. Further detailed information can be found under the Pupil Premium section of the website.
- There are clear procedures for dealing with prejudice-related bullying and incidents. For further information, please see the Catch22 Anti Bullying policy in the policy section of the website.

**Our objectives**



1. Ensure that all children gain the knowledge they need to prepare them for adult life, through a broad, balanced and personalised curriculum, including both academic and vocational learning experiences and qualifications.

We will achieve this through: -

- Creating a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives. Quality Assurance procedures to verify that individual students' needs are met
- Use of 'student voice' initiatives so that learners are able to give feedback about their learning experiences
- A comprehensive PSHE and citizenship programme, which highlights tolerance and understanding of all
- A robust careers programme in line with recent DfE statutory guidance (October 2018). We will support young women and young men to make informed choices, not limited by stereotypical thinking.

2. Narrow the achievement gap for children and young people, including children in care, by ensuring increased opportunities and improved outcomes.

We will achieve this through: -

- We will monitor the attainment of all children in our academies, including those in particular groups, such as by gender, with special educational needs, from disadvantaged backgrounds and in care.
- Incorporate a number of interventions for those learners most at risk of not achieving age-related expectations
- Using pupil premium resources to maximise outcomes for disadvantaged children

3. Help children to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children, including those who experience bullying or exclusion.

We will achieve this through: -

- Having clear and user-friendly policies and procedures for preventing bullying and tackling bullying.
- Ensuring that ALL staff take a strong stand against bullying – particularly prejudice-based racist, sexist and homophobic bullying.

- Monitor bullying incident data for different groups and protected characteristics, amending our curriculum and pastoral offers accordingly where necessary.
- Reinforce the importance of our academies' equality duties within the exclusion process and encourage the use of early intervention to reduce the need for exclusion.
- Monitor the use of exclusion for different groups and protected characteristics, including those groups with a disproportionately high rate of exclusion.

4. To promote equality of opportunity by giving due regard to relevant legal duties as set out in the Equality Act 2010.

We will achieve this through: -

- Accurate baselining for all learners upon enrolment in one of our academies
- Sharing of all relevant information about a learner with all teachers and teaching assistants, such as IEPs, EHCPs, previous academic and pastoral data from feeder schools
- Equipping all learners with appropriate additional support and resources as required
- Displaying the correct messages about equality, tolerance and respect in all our academies and referred to regularly by all staff.
- Articulating our school vision, values, rules, diverse curriculum and teaching that will promote tolerance and respect for all cultures, faiths and lifestyles.

5. Promote equal opportunities for our entire workforce, tackling bullying and discrimination whenever it occurs.

We will achieve this through: -

- Tackling unfair treatment and inappropriate behaviour to reduce the proportion of its staff, particularly those with protected characteristics, reporting experience of discrimination, bullying and harassment.
- Monitoring and evaluating the impact of our recruitment practices
- Increasing awareness of equalities, diversity and inclusion through communications and training
- Ensuring that all new employees undertake equality training and all managers undertake training in unconscious bias.

## Appendix B

### DISCRIMINATION-RELATED INCIDENT REPORT FORM

Academy	Date of Incident
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<b>By (the person Responsible for)</b>	Pupil/staff/outside person/s, including parents (Please State)		
	Ethnicity	Gender	Year Group
<b>Against (the victim)</b>	Pupil/staff/outside person/s, including parents (Please State)		
	Ethnicity	Gender	Year Group
Victimless incident (Please tick)	Yes	No	

**Related nature of incident** (Please tick or state)

Disability	Gender	Racism	Sexual orientation
Religion/belief	Pregnancy/maternity	Gender reassignment	(Other – e.g.) Age, Marriage, Civil Partnership

**Brief description of the incident**

**Action Taken/Victim Support**

**APPENDIX C - MONITORING OF DISCRIMINATION RELATED INCIDENTS (TERMLY REPORT)**

Name of Academy:	Term:	Academic Year:
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Headteacher/Member of the SLT:	Date:
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Ref no. From Incident Report form	Number of incidents reported (Please use standard ethnicity codes)								Victimless incident		Type and nature of Incident Reported (Disability = DIS. Gender reassignment = GEA Racism = RAC. Sexual Orientation = SEO  Religion/belief = REL. Pregnancy/maternity = PRM Gender = GEN. Age = AGE. Marriage/Civil Partnership = MCP)									
	Victim				Perpetrator						Yes	No	Type of Incident	Physical assault	Name calling	Graffiti	Offensive badges	Literature	Incitement	Other
	Gender	Ethnicity	Year Group	Audit/ Staff	Gender	Ethnicity Code	Year Group	Adult/ Staff												

Did any of these incidents occur outside school premises? Yes  No

If Yes, state how many:

Name	Position
Signature	Date

All incidents must be report to the Headteacher and reports kept in the Discrimination File

