



# Hollinsclough C of E Academy

## Equality and Diversity Policy: 2018

### Mission Statement

*To encourage high levels of achievement through the enthusiasm and joy of learning, coupled with a creative curriculum and a holistic approach to education that reflects Christian values and supports our community.*

*We guarantee accessibility and availability to all.'*

### *Developing potential*

#### **Preamble**

Our Academy embraces the United Nation Convention on the rights of the child and the responsibilities that come with those rights as outlined below;

#### **UNICEF Convention on the Rights of Children**

**Article 3:** The best interests of the child must be a top priority in all actions concerning children

**Article 19:** Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

#### **Our Equality Duty**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

#### **Aims**

In accordance with our Christian ethos, the Governors and Staff of our academy are committed to a policy of equality, opportunity and diversity.

We aim to encourage and enable inclusion and achievement through the management of staff, curriculum pupils, parents and carers in an environment that recognises the different life chances that individuals have, thereby creating an environment in which all have the opportunity to achieve their potential and become active, inclusive members of the community.

We seek to uphold and implement these core values as a service provider, an employer and procurer of goods and services. We also recognise the unique opportunity we have as an academy to positively influence the broader community by creating positive relationships between people through community cohesion.

This policy will also influence other areas of academy policy, for example, uniform, behaviour, staffing and people management.

#### **Approach**

The staff and governors of our academy seek to:

- Develop confidence in children, providing equal opportunities and enabling children to become independent learners who co-operate well with each other.
- Recognise the unique nature of each child within the academy and to harness diversity in an environment of value, high expectation, respect and appreciation for the differences in each child.
- Create an organisational culture that promotes respect fairness and dignity for all who work, volunteer and visit the academy

This will be achieved by;

- addressing inequality and discrimination that may occur within the workforce and the academy, celebrating and embracing the diversity that exists in the school and its wider community.
- Ensuring that the delivery of the curriculum reflects and takes into account equality and diversity issues.
- creating opportunities for the wider involvement of staff, children, parents and carers and the wider community through consultation, participation and partnership working ensuring that our vision is shared with the children, staff, parents and our broader community

## **Key Drivers**

This policy aims to ensure that:

- Every individual within the academy achieves his / her full potential and has the same chance and is recognised as a unique gift from God
- Equal access is achieved by everyone and for everyone
- Changing needs are responded to
- Staff, parents and children are informed and reminded of the issues
- Everyone lives in harmony
- Prejudices are broken down, and positive attitudes are fostered
- There is continuity of approach throughout the school
- Resources are not wasted, and individual talents are recognised and promoted
- The quality of life for all individuals is improved
- Children learn to be caring and responsible citizens showing an awareness of children's rights
- Understanding and mutual respect for all members of society, regardless of differences, are actively promoted
- Discrimination is understood and actively prevented by all

## **The Legislation**

As an academy, we have legal responsibilities under The Equality Act 2010. This means that we must not discriminate against harass or victimise:

- Prospective pupils
- Pupils at the school
- In some limited circumstances, former pupils

The governing body is legally responsible for ensuring that the Equality Act is observed by all staff in school. However, everybody involved in the school community has a responsibility to ensure that the spirit of the policy and its legal requirements are observed.

## **Who is protected**

The protected characteristics of our provisions are:

- Disability
- Gender reassignment
- Marriage & Civil Partnership (in employment)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

It should also be noted that as an employer and service provider will have duties under the remaining protected characteristics.

## **What is discrimination**

- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability
- Failure to make reasonable adjustments (for disabled people).

## **How is this interpreted in our academy**

All pupils and adults within the school have a right to be treated with dignity and respect.

This includes a right to:

- Study, learn, work and play
- Physical, emotional and verbal respect
- Freedom from violence, bullying and abusive language
- Respect for an individuals protected characteristics
- Freedom from sexual comments or harassment and inappropriate use of humour
- The safety of their property
- Equal opportunities in relation to admissions, access, recruitment and access to extra-curricular activities

Pupils and adults are encouraged to report any inappropriate behaviour or comments. All incidents will be dealt with in line with our Behaviour policy.

### **Performance Indicators**

Our positive approach can be expected to contribute to the overall success of our academy – the key indicators are;

- SAT's results
- Stable / rising roll /
- Attendance
- Punctuality
- Reduced Unauthorised absence
- Class size
- Stability and staffing
- Commitment / Involvement of support staff
- Regular visits from outside agencies
- Number of computers in school
- School uniform – the number of requests for help with uniform
- Number of free school meals
- Diversity among parents in school represented

### **Qualitative Indicators**

In addition to performance there are also the qualitative indicators generated through;

- Playground interaction
- Learning interaction (peers/adult)
- Friendly and caring attitudes
- Members of the school community feel valued
- Displays of work
- A welcome 'feel.'
- Accessibility of school staff
- Effectiveness of communication systems
- Differentiated work on offer for pupils
- Pastoral care of pupils
- Pupil perceptions
- Diversity represented in curriculum books and resources
- Links with the local community
- Ownership of Equalities policy and practice

The above will be analysed by protected characteristics. This will help staff and governors to identify areas of emerging and existing inequality.

### **Evaluation and Monitoring**

- The Headteacher will act as the Equality and Diversity Co-ordinator and will report any racist incidents termly to governors.
- All members of staff will work to improve, adjust and facilitate equality and diversity within the day to day running of the school and bring individual perspectives to whole staff meetings
- Governors at full Governing Body meetings and in the Faith and Resources Committees
- Parents will be encouraged to bring their own perspective/perceptions of the implementation of equality and diversity in the school. This will be solicited through the Parent questionnaires, Parents Evenings and any other contact that a parent may make with the school.
- Pupils/learners are involved in ongoing evaluations
- Ofsted

This policy will inform our equality objectives and action plan.

### **British Values**

Children who attend our academy experience an enabling environment in which they will develop self-knowledge, self-esteem, and self-confidence. Coupled with this they will develop the ability to distinguish right from wrong and to respect the civil and criminal law of England.

Within this enabling environment, your child or children will develop the ability over time to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the academy and to society more widely.

Whilst with our academy parents can expect their children to acquire a broad general knowledge of and respect for public institutions and services in England, and to develop a personal character that is tolerant and can foster harmony between different cultural traditions, along with respect for their own and other cultures.

We firmly believe and encourage our pupils to show respect for other people; and for democracy and the support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

To be part of our academy, it is unacceptable on the part of any stakeholder to promote discrimination against people or groups on the basis of their belief, opinion, or background.

### **Implementation of this procedure/policy**

Our academy will manage the implementation of this procedure/policy with the support and guidance of the appropriate body/bodies as defined at the time of writing.

### **General**

This procedure/policy and its guidance will always reflect the present and future needs of all stakeholders and to support this we are always open to suggestions for changes and alterations of and to any specific individual provision/requirement to ensure full access to all.

**Signed...**

**Designation:** Chair of Governors

**Date... May 2018**

**Signed...**

**Designation:** Principal

**Date... May 2018**

This procedure/policy is to be reviewed by Governors during 2021