



Single Equalities, Diversity & Cohesion Policy

SINGLE EQUALITIES, DIVERSITY AND COHESION POLICY

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We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Single Equalities, Diversity and Cohesion Policy

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Legal framework

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.

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

We recognise these duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they 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

Guiding Principles

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

Principle 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.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 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, women and men, are recognised;
- religion, belief or faith background;
- sexual identity.

Principle 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, women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in 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;
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers 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 may already exist between:

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

Principle 6: We consult and involve widely

People affected by a policy or activity should be 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.

Principle 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 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.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

Principle 9: Objectives

Each year we formulate and publish specific and measurable objectives, based on the evidence we have collected and published, in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Accordingly, we will include objectives within the framework of the overall academy improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate. Current academy priorities are organised into the following areas:

Objective 1 - Raise Attainment at KS3, 4, 5

Objective 2 - Improve Behaviour for Learning

Objective 3 - Maintain / Increase Roll

We keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles set out in paragraph 4 above.

Ethos and organisation

Through the academy's ethos, curriculum and extended activities we will contribute positively towards:

- a common vision;
- a sense of belonging, and similar life opportunities for all.

We ensure the principles listed in paragraph 4 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;
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The academy is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- 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 Islam phobia, and those that are directed against;
- Travellers, migrants, refugees and people seeking asylum;
- prejudices reflecting sexism and homophobia.

There is guidance in the Bullying and Harassment Policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

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

Roles and responsibilities

The governing body is responsible for ensuring that the academy complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the governing body has a watching brief regarding the implementation of this policy.

The Principal 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 any cases of unlawful discrimination.

A member of the Senior Leadership Team has day-to-day responsibility for co-ordinating 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.

Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students, their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

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.

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.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other academy policies are dealt with, as determined by the Principal and governing body.

Implementation

The aims of this policy will be achieved strategically by aligning an Equalities and Diversity objectives with academy priorities identified in the Academy Development Plan. Equalities targets and actions are therefore embedded in existing academy policies and practice, including procedures for regular monitoring and review.

The academy will develop appropriate support and training and make it available for all staff, including Governors, to develop their practice in equalities and diversity work.

Monitoring and evaluation

Our Race Equality action plan, Disability Equality scheme, Gender Equality scheme and Community Cohesion strategy are combined through this policy as a Single Equalities and Diversity Scheme. We collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. This information, including quantitative and qualitative data, will be used to monitor and evaluate the implementation of the action plan. A report on progress through the Scheme will be made annually as part of the Academy Profile.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin, national status, and gender. The academy has a procedure in place for recording, reporting and responding to racist incidents. The academy also complies with Local Authority procedures so that information can be analysed. This procedure is outlined fully in the separate document **Recording, Reporting and Responding to Racist Incidents: Information for Schools**.

Commitment to Equalities and Diversity

This academy is fully committed to discharging all of its equalities duties for all pupils, employees and visitors to the academy site. The Single Equalities and Diversity objectives contribute to an overall commitment by the academy to improve standards and to build an academy community with a positive ethos that reflects the wider community.

The academy will ensure that this policy and accompanying documentation are accessible by publishing them electronically in appropriate formats and making them available on request in large print, Braille, on tape and in community languages other than English.

The academy will ensure that procedures are in place to consider complaints or concerns. Procedures at Local Authority and academy level are in place for dealing with allegations of harassment or discrimination and for recording and reporting racist incidents.

Links to existing academy policies and practice

The actions in this policy are based on:

- Our strategic priorities
- Existing relevant policies
- Data available to us
- Consultation and involvement of pupils and staff

The above includes:

1. Academy Improvement Plan
2. Academy Profile
3. Student voice activities
4. Accessibility plan (Appendix 3)
5. Admissions policy
6. Curriculum policy
7. Behaviour and Rewards policy
8. Special Educational Needs policy
9. Bullying and Harassment Policy
10. Child Protection Policy
11. Appraisal Policy
12. Recruitment and Selection policy
13. Pay policy

**Appendix I: Requirements by law
EQUALITIES LEGISLATION**

To comply with equalities law, The Blyth Academy have the following General Duties:

RACE

Race Relations (Amendment) Act 2000

The race equality duty is to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

DISABILITY

***Disability Discrimination Acts 1995, 2005:
Disability Equality Duty***

The disability equality duty is to:

- promote equality of opportunity between disabled people and others;
- eliminate unlawful disability discrimination;
- eliminate disability-related harassment;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of peoples' disabilities, even if this requires more favourable treatment.

GENDER

***Equality Act 2006:
Gender Equality Duty***

The gender equality duty is to:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity between men and women, including boys and girls.

To help meet the general duties there are specific duties to:

RACE	DISABILITY	GENDER
Monitor and assess the impact of policy, particularly on pupils' attainment/achievement, and take reasonable steps to publish annually the results of this assessment	Involve disabled people in the development of the single equality scheme	Include if relevant an objective to address the cause of any gender pay gap
Record, report and respond to racist incidents	Set out in the scheme: <ul style="list-style-type: none">a) how disabled people have been involved in its preparation;b) their arrangements for gathering information on the effect of the academy's policies on disabled people;c) the recruitment, development and retention of disabled employees;d) the educational opportunities available to and the achievements of disabled pupils;e) the academy's methods for assessing the impact of its current or proposed policies and practices on disability equality;f) the steps the academy is going to take to meet the general duty (action plan);g) the arrangements for using information to support the review of the action plan and to inform subsequent schemes.h) Implements the scheme within three yearsi) Report on the scheme annuallyj) Revise and review every 3 years	As part of the scheme: <ul style="list-style-type: none">a) consult stakeholders;b) gather and use information on how the academy's policy and practices affect gender equality in the workforce;c) assess the impact of current and proposed policies and practices on gender equality;d) implement the scheme within 3 yearse) report on progress annuallyf) revise and review the plan every 3 years

SEXUAL ORIENTATION, RELIGION/BELIEF, AGE

Legislation makes it unlawful to discriminate against people, other than in the most exceptional cases, on the grounds of sexual orientation, religion/belief or age. Victimisation of a person is also unlawful.

Discrimination is unlawful in relation to education, employment and training, the provision of goods, facilities and services to members of the public.

Governing bodies need to ensure that policies and practices in their academy take full account of these legal requirements to eliminate unlawful discrimination, harassment or victimisation on the grounds of sexual orientation, religion/belief and age.

SEXUAL ORIENTATION

*Employment Equality (Sexual Orientation)
Regulations 2003*

RELIGION/BELIEF

*Employment Equality (Religion or Belief)
Regulations 2003*

AGE

Employment Equality (Age) Regulations 2006

Appendix 2: Accessibility Plan

The academy's Accessibility Plan (fifth cycle April 2013-March 2015) can be extended and strengthened to meet the requirements of a Single Equality Scheme. The scheme goes wider than the plan:

- as well as students it includes disabled staff, parents, carers and others;
- the involvement of a disabled person is a requirement;
- the gathering of information is a requirement.

The Governing Body are required to plan to increase access to education for disabled Students in three ways, using the Accessibility Plan:

- increasing the extent to which disabled students can participate in the academy curriculum (including extra-curricular activities);
- improving the environment of the academy to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

The plan has to be resourced, implemented, reviewed and revised and reported on annually, and contributes to three key duties:

- not to treat disabled pupils less favourable for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This information should be published in the Governors' Annual Report to parents/carer, and Ofsted monitor plans as part of the inspection process.

Appendix 3: Glossary

Equality is

- About creating a fairer society where everyone can participate and have the opportunity to fulfil their potential.
- About removing or reducing all forms of unfair discrimination and has been underpinned by legislation.
- About breaking down barriers for people in particular groups such as minority ethnic communities, disabled and deaf people, gay men/lesbians/bisexuals/transgender people, younger and older people, people from different religions/belief, and men and women.

Diversity is

- About including everyone
- Acknowledging the reality of and valuing our differences
- Harnessing differences in individuals to the benefit of both the organisation and the individual, by allowing people with different perspectives and views to use their unique blend of skills and character to improve the quality and performance of The Academy
- Having a better understanding of the diverse needs of our customers.

Duty

A mandatory and legal obligation to do something

Equality and Human Rights Commission (EHRC)

Bringing together the Equal Opportunities Commission, Disability Rights Commission, and Commission for Race Equality. Also serving as a national body for age, religion and belief, sexual discrimination as well as human rights.

Direct discrimination

When a person is *intentionally* treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or disability.

Direct discrimination is unlawful.

Indirect discrimination

When a provision or practice is applied equally to all but *unintentionally* has a different impact on people so that a person or group are at a disadvantage as a result.

Indirect discrimination is unlawful.

Victimisation

When a person is treated less favourably because they have taken action in respect of discrimination eg making a complaint. Victimisation is unlawful.

Harassment

When a person's dignity is violated or behaviour creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on the grounds of a relevant equalities characteristic eg sex, race.

Harassment is unlawful.

Disabled person

Someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities
(DDA 2005)

Gender

Two aspects: gender identity is a person's internal perception and experience of their gender; gender role is the way that the person lives in society and interacts with others based on their gender identity