



## **YAVNEH COLLEGE ACADEMY TRUST**

### **EQUALITY POLICY: RACE, GENDER, CULTURAL DIVERSITY AND DISABILITY**

# YAVNEH COLLEGE ACADEMY TRUST

## EQUALITY POLICY:

### 1. Aims and values

1. To encourage every pupil to acquire the knowledge, skills and experience necessary to promote to the full his/her spiritual, moral, cultural, mental and physical development.
2. To provide a working atmosphere where good relationships between staff and pupils contribute to an effective and enjoyable learning process.
3. To encourage pupils to develop confidence, self-respect and a knowledge and understanding of other cultures and lifestyles, to value diversity within the school community, and to foster a growing sense of corporate responsibility both within the school and in the wider community.
4. To ensure continuity between the primary and secondary stages of education and to prepare pupils for the opportunities, responsibilities and experiences of adult life in an increasingly technological society.
5. To establish and maintain links with the community outside the school, welcoming in particular the help and support of the governing body and the parents.
6. To provide a variety of opportunities for staff to enhance their professional experience within a rewarding and fulfilling career.

At Yavneh College Academy Trust we aim to avoid all discrimination and actively promote equality and good relations in all areas of school life. We will tackle all incidents of direct and indirect discrimination, victimisation and harassment. We understand that these incidents can be related to the protected characteristics as described in the 2010 Equalities Act.

Any student with a disability is treated equally for exams and not put at a disadvantage and all exam rooms are accessible for students with a disability.

To achieve this aim we:

- assess and monitor pupil progress and attainment, tracking individuals and members of any ethnic groups within the school, and taking appropriate action;
- deal with all behaviour and discipline issues with regard to the individual;

- monitor each pupil's personal development and provide support where necessary;
- provide every pupil with full access to the curriculum;
- follow the school's admissions policy, which is fair and equitable in its treatment of all ethnic groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment, professional development and membership of the governing body;
- seek support for pupils with significant difficulties in the use of English as a first language;
- promote partnership with all parents, using the services of interpreters when necessary;
- ensure that the school complies with the latest legislation on equality and diversity;

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff are aware of their responsibilities and are given appropriate training and support;
- take appropriate action in any cases of discrimination;
- deal with reported incidents of racism or racial harassment in line with LA guidance – this includes reporting racist incidents on the appropriate forms available from the staffroom;
- ensure that visitors and contractors are aware of, and comply with, the school's policy;
- notify the governors of any non-compliance with this policy

### **All Staff**

It is the responsibility of all staff to:

- deal with incidents of discrimination according to our policy;
- identify and challenge bias and stereotyping, be it racial, sexual or disability within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate where it may cause offence;
- promote an inclusive curriculum which reflects the multi-ethnic nature of society;
- keep up to date with appropriate legislation by attending relevant training and accessing information from appropriate agencies.

### **Breaches of the Policy**

#### Involving pupils

The incident will be discussed with the pupil(s) involved and the appropriate action taken.

#### Involving staff

The Headteacher will meet the member of staff to discuss the incident and remind them of the policy and how it should be implemented.

Involving other people, such as parents, visitors, contractors, governors

The Headteacher will meet the person concerned to discuss the incident, make them aware of the breach of this policy and remind them about its implementation. If a meeting is not possible, a letter will be sent from the Headteacher to the person involved regarding the incident.

In the case of serious breaches of policy the incident will be reported to the Local Governing Body. If appropriate, the police will also be informed.

## **2. Policy planning and review**

### Policy planning and development

- i) When planning and developing the curriculum, SLT and HoDs will assess the possible impact on equality.
- ii) The impact of the policy on race relations will be evaluated with staff through discussion of the data collected.
- iii) Equality targets in terms of pupil attainment will be incorporated into the annual target-setting cycle.

### Ethnic Monitoring

- i) Each pupil's progress will be monitored. Where pupils belong to different ethnic groups, the resulting data will be divided into these groups so that the attainment and progress of different ethnic groups can be monitored.
- ii) The data thus collected will be used to inform further school planning and decision-making.

### Reviewing and assessing policies

- i) The effectiveness and impact of measures to eliminate discrimination, promote equality and good relations will be evaluated in the regular reviewing of policies.
- ii) The effectiveness and impact of measures to eliminate discrimination, promote equality and good relations are considered when carrying out school self-review and evaluation and the outcome will be used to inform decision-making.

## **3. Implementation of the policy**

The policy will be made available to all governors and parents via the school office and to staff via the internal shared drive.

If translated copies of the policy are needed, the school will seek the advice of the LA.

#### **4. Training and development**

Appropriate training will be made available to governors and to staff as part of their continuing professional development.

**This policy will be reviewed by the Personnel Committee every two years or earlier if necessary.**

**Date: June 2016**

**Date of review: June 2018**

## **Appendix A**

### Strategies for dealing with discriminatory incidents

- Challenge any directly observed discrimination and give a clear message that such behaviour is unacceptable.
- Promptly remove discriminatory literature, graffiti, insignia of a racial, sexual, ageist or religious nature.
- Take reports of such incidents seriously and make it clear that the situation will be dealt with. It will be necessary to establish appropriate times for further investigations to be pursued.
- Give support to any victim. Their hurt needs to be acknowledged and reassurance given.
- Investigate the incident, collecting information from those involved and from any witnesses. Explain to those involved, and any onlookers, what is unacceptable about the behaviour and keep parties aware of what steps are being taken to deal with it.
- In consultation with those involved, and in keeping with agreed procedures and policies, decide what action to take. Notify the parties concerned and follow through with the action. Inform anyone who needs to take further action.
- Any disciplinary/behaviour management action, establish with the perpetrator why her/his behaviour was unacceptable, what he/she can do to make amends and how he/she can ensure that she does not repeat any discriminatory behaviour.
- Follow the procedure for recording the incident and report it to the person in school responsible for co-ordinating the overall strategy on dealing with incidents. If appropriate, ensure that the Governing Body is informed.
- Whenever appropriate or possible contact parents and carers, explaining clearly the action taken and relating this to the school's behaviour and equality and diversity policies.
- Where appropriate, ensure that information on appeals and complaints procedures are made available
- Maintain a record of the incident. This is to ensure that the school's information supports wider strategies to combat discrimination within local communities.

### Recommended action to prevent discriminatory incidents

- Clear policies and information on the unacceptability of such behaviour and on procedures for dealing with such incidents.
- Prompt and consistent action to deal with such incidents.
- A zero tolerance of any type of name-calling, including nicknames.
- Active approaches to addressing cultural diversity

## **Examples of discriminatory behaviour and possible strategies for dealing with such behaviour.**

### Examples of incidents

Any group can be subject to harassment.

The following are examples of discriminatory behaviour which may occur. (This is not an exhaustive list):

- Name calling, racist, sexual orientation, ageist, religious and disability comments or jokes, verbal abuse, threats.
- Refusing to sit with/co-operate with another pupil because of his/her ethnic origin, disability or sexual orientation.
- Physical or emotional bullying motivated by diversity.
- Physical assault against a person because of his/her colour, ethnicity, sexual orientation, disability or religious views.
- Critical comments about an aspect of another person's ethnicity, such as food, language, accent dress and cultural pursuits.
- Damage caused to a person's property because of their diversity.
- Drawing graffiti, wearing insignia or distributing literature against a particular group or individual.
- Incitement of others to behave in a discriminatory way.
- Attempts to recruit other pupils to racist organisations and groups which cause offence to others.

### Overall approach

To make the procedures for dealing with discriminatory incidents effective all members of the school need to be clear about our commitment to equality and diversity, the expected standards of behaviour and the procedures to follow when an incident occurs. This involves providing training and offering opportunities for reflection and discussion on the procedures for dealing with such a variety of incidents with the context of the school's equality and diversity policy and strategy.

Issues such as context, intent, the level of understanding of those involved and the seriousness of the incident will all influence how it is dealt with. All incidents need to be acknowledged and talked through. If this is not done, children are left without any challenge or alternative to such ideas and may learn to practise or accept discrimination.

The main aims of any strategy to deal with incidents are to minimise harm done, prevent any re-occurrence and reinforce equality measures. Some key strategies are listed in Appendix Two.

## Appendix B

<b>Model Procedures for Dealing with Perpetrators of Incidents</b>
All incidents of harassment are to be recorded on an incident sheet. When completed the sheet must be passed to the Headteacher. The perpetrator(s) will be made aware of the serious nature of the incident and given appropriate advice and guidance

<b>Categories</b>	<b>Suggested Actions</b>
Physical assault	<ul style="list-style-type: none"> <li>a Report to Pastoral Manager, who will refer on to SLT.</li> <li>b Full information to both sets of parents/carers.</li> <li>c Take necessary action to prevent reoccurrence.</li> </ul>
Verbal abuse/gestures. Derogatory name-calling. Insults and jokes which offend. Incitement of others to behave in a discriminatory way. Ridiculing someone because of cultural differences: food, music, dress etc. Abuse of personal property.	<ul style="list-style-type: none"> <li>a All instances that come to light in the school require a response and should not be allowed to go unchallenged.</li> <li>b Explain to the perpetrator why such behaviour is wrong and that it will not be tolerated.</li> <li>c Persistent offenders must be referred to Pastoral Manager, who will refer on to SLT if appropriate.</li> </ul>
Discriminatory graffiti	<ul style="list-style-type: none"> <li>a All graffiti in the school must be reported to the caretaker for immediate removal. Caretaker to record the Incident.</li> <li>b Regular checks to be made by the caretaker and steps taken to discourage reappearance of graffiti</li> </ul>
Wearing badges or insignia which causes offence	<ul style="list-style-type: none"> <li>a None are permitted</li> <li>b Offenders must be referred to Pastoral Manager, who will refer on to SLT if appropriate</li> </ul>
Bringing to school materials such as leaflets, comics or magazines which cause offence	<ul style="list-style-type: none"> <li>a Literature and materials will be confiscated</li> <li>b Pupils to be referred to the Pastoral Manager,</li> <li>c who will refer on to SLT if appropriate Parents/carers must be informed</li> </ul>
Comments in the course of discussions in lessons which cause offence	<ul style="list-style-type: none"> <li>a Statements must not be allowed to go unchallenged</li> <li>b Persistent offenders to be referred to Pastoral Manager, who will refer on to SLT if appropriate</li> </ul>
Attempts to recruit to organisations and groups	<ul style="list-style-type: none"> <li>a Report immediately to SLT.</li> <li>b The 'recruiter's parents/carers must be informed</li> </ul>

<p>Refusal to co-operate with other people because of their race, colour, ethnicity, language, sexual orientation, disability, religious belief or age.</p>	<ul style="list-style-type: none"> <li>a Explain that pupils should work collaboratively. Every pupil/student should have the right to be included in school activities and the school should not exclude any pupil .</li> <li>b Persistent offenders to be referred to the Pastoral Manager, who will refer on to SLT if appropriate.</li> <li>c Parents/carers should be informed.</li> </ul>
---	---

### **Appendix C**

<b>Area</b>	<b>Legislation</b>
Gender (sex)	Sex Discrimination Act 1975, as amended Equality Act 2006
Gender (reassignment)	Sex Discrimination (Gender Reassignment) Regulations 1999
Race	Race Relations Act 1976, as amended Race Relations (amendment) Act 2000
Disability	Disability Discrimination Act 1995, as amended Special Education Needs and Disability Act 2001 Disability Discrimination Act 2005
Sexual orientation	Employment Equality (Sexual Orientation) Regulations 2003, as amended
Religion or belief	Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006
Age	Employment Equality (Age) Regulations 2006