


Bannerman Road Community Academy and Children's Centre

Name of Policy	Equalities, Diversity and Inclusion (EDI)	
Date written	September 2014	
Written and monitored by	<i>AHT- Inclusion EDI team and Governors</i>	
Amendments made	<i>Replaces previous Equalities policy</i>	
Date approved		
Next Review Date	July 2015	

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Values statement

The Equality Act 2010 underpins our work on Equality, Diversity and Inclusion (EDI). It lists the protected characteristics that we need to consider as age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, ethnicity (race and nationality), religion and belief and sexual orientation. This is embedded in our core values across the setting.

- Ambition
- Perseverance
- Respect
- Independence
- Responsibility

However, we recognise that there are other areas that we should address at BRCA & CC such as socio-economic disadvantage, care status (Children Looked After) and caring responsibilities (Young Carers) etc. Under the act we are required to:

- **Eliminate unlawful discrimination, harassment and victimisation**
- **Advance equality of opportunity between different groups**
- **Foster good relations between different groups**

We define equality, diversity and Inclusion in the following way:

Equality- ensuring that everyone has the same opportunity to succeed and achieve their aspirations.

We do this by addressing individual and the institutional barriers that stand in their way. We do not treat everyone the same, but respond to individual need and then take positive action to gain equality for members of groups with protected characteristics and others who have faced past discrimination, prejudice and stereotyping.

Diversity- ensuring that we celebrate difference rather than tolerate it.

We do this by creating an environment where everyone feels valued and that they belong

Inclusion- ensuring that everyone in our community can take a full part in the life of our setting

We do this by regularly reviewing the curriculum we offer, our information provision, our environment and all of our policies and practices to ensure that the barriers to participation are removed and that reasonable adjustments are made.

BRCA believe that to be successful in terms of EDI we:

- Meet legal statutory duties with commitment from the leadership team and governors
- Have processes in place to review policies and practices in terms of EDI
- Take positive action to gain a workforce that reflects the local community, and ensures the on-going well-being of that workforce
- Have a staff team trained to meet the needs of all the children
- Have strategies in place to monitor the outcomes of our pupils from all the equality groups and to close the gaps (e.g in achievement, attendance etc)
- Engage effectively with equality communities and involve them in decision making
- Regularly review the curriculum and resources in relation to all protected characteristics
- Engage effectively with the range of parents/carers and local communities
- Have learner voice at the heart of our EDI work

Aims

This policy is intended to assist us in putting this commitment into practice. Compliance with this policy should also ensure that employees do not unwittingly commit unlawful acts of discrimination. Striving to ensure that the work environment is free from harassment and bullying and that everyone is treated with dignity and respect is an important aspect of ensuring equal opportunities in employment.

This policy reflects our aims that learners will:

- Achieve or surpass their educational attainment and achievement
- Show respect in valuing themselves and recognising the values of others.
- Uphold the values of the local, national and international

community.

- Be able to challenge injustice and possess the compassion, courage and understanding to do so fairly.
- Be provided with appropriate interventions to allow all to have a broad and positive education in which they can achieve their potential.

We aim to empower our pupils to make informed choices so they are better prepared for the opportunities, responsibilities and experiences of life within their community. We endeavour to promote positive relationships with parents / carers, governors and members of the wider community. Equality of opportunity cannot be realised without the involvement and commitment of all members of the school community and a common understanding of the pivotal role of equal opportunities in the context of the school's ethos and values, in particular, the recognition that the role of all staff is crucial in the delivery of the objectives of the policy.

We expect all our staff to act in a non-discriminating manner and be mindful to avoid actions that will be deemed as harassment in the services we provide to the public and our wider community. It is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability. The duty to make reasonable adjustments includes the removal, adaptation or alteration of physical features, if these physical features make it impossible or unreasonably difficult for disabled people to make use of services. In addition, as service providers of children and young people, Bannerman Road Academy and Children's Centre, has an obligation to think ahead and address any barriers that may impede disabled people from having access to services we provide.

Equal opportunity issues link with other BRCA and CC policies such as:

Safeguarding including behavior for learning; anti-bullying; safeguarding including child protection; attendance; grievance and recruitment; health ,safety and welfare; e safety

Inclusion including special education needs, English as an additional language; children looked after; Gifted and talented; teaching and learning; school admission and Curriculum inc- literacy and numeracy and EYFS

Spiritual, moral, social and cultural (PSHCE) development ; sex and relationships; smoking and drugs, food in school; wrap around care

The legal requirements

The main reason for adopting an equal opportunities policy is to identify, prevent and redress unfair discrimination against disadvantaged groups. The equal opportunities policy will assist the governing body to address legal, managerial and social issues from the basis of a statement of commitment to equality supported by a more detailed policy and procedures for implementation.

The Equality Act 2010

The general thrust of *The Equality Act 2010* is to make discrimination 'prohibited conduct' on the grounds of age, disability, gender reassignment, race, religion or belief, sex and sexual orientation unlawful. Discrimination under *The Equality Act 2010* can be direct or indirect and the Act also prohibits harassment and victimisation. But the ways in which discrimination, harassment and victimisation might become illegal depend quite often on the type of protected characteristic – for example, on gender, race, colour, nationality, ethnic or national origins, disability, religion or belief, sexual orientation. It should also be noted that victimising a student who has a protected characteristics or their parents or siblings is also regarded as unlawful. Good practice should ensure that teaching and support staff are constantly able to evaluate what they do and to receive appropriate support and training

in this area. The school must not discriminate against a child applying to be admitted to the school or to existing students on the grounds of their protected characteristic

The *Equality Act 2010* combines the various former Acts such as:

**Sex
discrimination**

Under *The Equality Act 2010*, direct sex discrimination means that students cannot be treated less favourably according to their gender.

**Gender reassignment
discrimination**

The Equality 2010 Act reminds us that gender reassignment is a process and not an event. Discrimination in connection with the provision of education on grounds of past, present or proposed gender reassignment is in the main unlawful.

**Sexual orientation
discrimination**

Discrimination in connection with the provision of education on grounds of sexual orientation is ordinarily unlawful under the provisions of *The Equality Act 2010*.

**Race
discrimination**

Race as defined in *The Equality Act 2010* includes colour, nationality and ethnic or national origins. Race is essentially a group characteristic, but one racial group can be part of a larger racial group. Discrimination in connection with provision of education on grounds of race is generally unlawful under the Act. Schools have a statutory general duty to promote race equality and eliminate unlawful racial discrimination. *See also race equality policy.*

**Religion or belief
discrimination**

In *The Equality Act 2010*, religion means any religion and reference to religion includes a reference to a lack of religion. Similarly, belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.

**Disability
discrimination**

The Equality Act 2010 states that schools must make reasonable adjustments for those with disabilities and a more specific requirement for students with special educational needs.

**Accessibility for disabled
pupils**

Schools are expected to improve the ways in which disabled students can access the school's curriculum. There must be a written accessibility plan which should be implemented within a reasonable time. *See school admissions, school inclusion and school exclusion policies.* the arrangements for disabled students is included in the Inclusion annual report to

governors.

Types of discrimination

Direct discrimination is always unlawful. It occurs when a person is treated less favourably than others in the same circumstances because of their sex, sexual orientation, religion or belief, or on racial grounds. An example of direct discrimination would be refusing to employ a woman because she is pregnant. In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is an occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim.

Indirect discrimination can occur when a condition or requirement is applied equally but is such that the proportion of members of one sex, racial group etc who can meet it is considerably smaller than the proportion of members of the other sex or other racial groups. Indirect discrimination is unlawful unless the person imposing the condition can show that it is justified, irrespective of the sex or race of the person to whom it is applied.

Harassment is where there is unwanted conduct related to one of the protected characteristics (other than marriage and civil partnership and pregnancy and maternity) that has the purpose or effect of violating a person's dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct.

Associative discrimination is where an individual is directly discriminated against or harassed for their association with another individual who has a protected characteristic.

Perceptive discrimination is where an individual is directly discriminated against or harassed based on a perception that they have a particular protected characteristic when they do not, in fact, have that protected characteristic.

Third-party harassment occurs where an employee is harassed and the harassment is related to a protected characteristic by third parties such as staff, students, governors, parents, educational advisors.

Victimisation occurs where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because they made or supported a complaint or raised a grievance under *The Equality Act 2010*, or because they are suspected of doing so. However, an employee is not protected from victimisation if they acted maliciously or made or supported an untrue complaint. There is no longer a need for a complainant to compare their treatment with someone who has not made or supported a complaint under *The Equality Act 2010*.

Failure to make reasonable adjustments is where a physical feature or a provision, criterion or practice puts a disabled person at a substantial disadvantage compared with someone who does not have that protected characteristic and the employer has failed to make reasonable adjustments to enable the disabled person to overcome the disadvantage.

Implementation of Equal Opportunities at BRCA and CC

The Academy governing body and Academy leadership team must:

- Carry out its legal duty in complying with the relevant legislation (*including The Sex Discrimination Act, Race Relations Act, Disability Discrimination Act and Employment Equality Regulations*).
 - Endeavour to assess candidates objectively for employment and promotion against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where necessary.
 - Comply with its obligations in relation to statutory requests for contract variations and will also make reasonable adjustments to its standard working practices to overcome barriers caused by disability.
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- Reinforce the school's position as a provider of high quality education and as a good employer providing development opportunities.
 - Ensure that equality remains high on the school's strategic agenda;
 - Establish good people management practices in which discrimination is recognised as an organisational issue which needs an organisational response.
 - Work towards a staffing and governing body that reflects the composition of the wider community.
 - Ensure all staff work together with a shared sense of purpose to meet the needs of every student.
 - Ensure that students and staff contribute towards a happy and caring environment by showing respect for, and appreciation of, one another as individuals;
 - Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status;
 - Provide equal access to training and development opportunities for all staff, including those who work part-time, on the basis of their assessed training needs.
 - Promote greater awareness of equal opportunities and the contribution that staff, governors, parents/carers and students can make.
 - Equip employees with the skills to provide personal and organisational solutions; to recognise discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally.
 - Ensure that complaints or evidence of failure to comply with the school's equal opportunities policy will be dealt with promptly and fully investigated according to the relevant procedure (e.g. complaints relating to staff may be investigated either under the disciplinary, grievance or anti-harassment procedure as appropriate).

Role of Senior leadership team (SLT) must:

SLT are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged learners. Measures in place include:

- Identifying and investigating any patterns with regard to exclusions and poor attendance/punctuality in respect of particular groups, monitoring differences in learner attitudes to work (particularly of those with protected characteristics) and towards each other with a view to identifying any significant patterns and issues.
- Addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents; ensuring that the performance of different groups of learners is monitored and

evaluated so that the particular needs of different learners are met and

- Evaluating the impact of additional support on achieving standards.

Role of SLT and middle leaders (MLT) must:

- To provide strategies to implement a rise in performance, aspirations and self-esteem of potentially disadvantaged learners.
- To provide staff development to raise awareness of differences in need and to promote strategies to raise achievement in all learners.
- To provide an environment that creates, affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

Expectations of staff

- Staff share a responsibility to challenge a learner, parent/carer or colleague who behaves in a discriminatory way and to encourage them to exhibit more appropriate attitudes or behavior.
- Anti-discriminatory practice involves the examination of our personal values, beliefs, attitudes and expectations to ensure that we work proactively to give equality of opportunity to all learners, parents/carers and colleagues at all times.
- Staff should provide extra-curricular activities and events that cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.
- For staff to work in an anti-discriminatory way we need to have knowledge of relevant equal opportunities legislation and what this means for our practices and school policies.
- Parents/carers of students have a right to a genuine commitment by the school to concepts and practices that underpin equal rights legislation and policies and the avoidance of tokenistic behaviour.
- The promotion of equality of opportunity involves respect for all people and valuing their individuality and personal circumstances. It also involves encouraging and fostering a positive learning environment.
- To provide a broad and balanced curriculum that is designed to meet the diverse needs of students in curriculum design, subject options and pedagogy so that every learner can succeed.
- All staff will ensure that curriculum resources reflect and celebrate diversity.
- The pastoral care implications require monitoring and supporting the progress and development of all learners irrespective of prior learning attainment and background. Staff are vigilant towards those from minority groups or with disabilities, medical conditions or other special educational needs (protected characteristics). In specific circumstances, making special arrangements for students with protected characteristics is appropriate.
- Staff who commit serious acts of harassment may also be guilty of a criminal offence. Acts of discrimination, harassment, bullying or victimisation against employees or parents and their families are disciplinary offences and will be dealt with under the school's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

Grievances

See Academy grievance procedure.

Expectations for students

Disability

- The Academy will make whatever arrangements are reasonable and practical within their financial constraints to ensure that disabled learners can gain access to the curriculum.
- The Academy will work effectively with local services and agencies to provide integrated support.

Gender

- Curriculum materials and pedagogy reasonably reflect a gender balance and extend aspirations and opportunities.
- Guidance is given on subject choices and careers so as to encourage learners to consider non-stereotypical opportunities.

- Gender issues are considered when preparing for, and following up, work experience and other work related learning and
- Take account of positive role models such as staff, guest speakers and representatives in the promotion of specific gender initiatives.

Ethnic, indigenous, refugees, religious or any other group who may be considered as a minority within our school community have:

Effective induction arrangements.

Effective home-school liaison links made to strengthen our partnership with our parents/carers directly in their child's education.

Cultural and linguistic diversity recognised and celebrated.

Essential information translated into a community language when possible or necessary.

Links established with local communities and their leaders.

Effective interventions for ethnic minority and students who are early stage English as an additional (EAL) language learners.

For students from traveller communities, appropriate support to enable them to achieve their best. Programme of spiritual, moral, social and cultural education with appropriate information and resources

Students' names accurately recorded and as far as possible pronounced correctly. We expect students to respect the names from cultures or socio-economic groups other than their own.

Low income

- An environment where students can all feel at home and treated with dignity and available learning resources such as learning guides and on-line materials.
- Access to a balanced free school meal at lunchtime.
- Full admittance to extension and core extra-curriculum activities independent of cost raise low aspirations in order to encourage social mobility.

Sexual orientation and reassignment, the school will:

- Ensure no-one within the school or using its services experiences discrimination or harassment.

- Ensure staff have received training on equality issues concerning sexual orientation.
- Broaden representation in school to reflect society.
- Ensure services take into account difference and diversity are accessible to all who need them.

Monitoring and Quality Assurance

Each student's progress is tracked to monitor gaps in attainment and participation. The resulting data is analysed in respect of disability and special educational needs; gender; where prior attainment may be different from national norms ; minority ethnic and students who use English as an additional language; students of different sexual orientation or family grouping; for students who are looked after or young carers; and students who live in low socio-economic households.

Similarly for staff, the policy will be monitored regularly to ensure that expectations of staff are met, as well as the expectations that staff should have around being treated fairly, in line with equalities guidance and legislation.

Appendices :

Equalities, Diversity and Inclusion Team Meetings (EDI team)- Rationale

Twice a term the 'Equalities, Diversity and Inclusion Team' (EDIt) meetings aim to be a forum where...

- Key inclusion and safeguarding issues/ developments are discussed
- Consider how our policies and practices impact on all state holders ensuring they meet the needs of the 2010 Equalities Act
- Individual support provision for children causing concern/ high need children can be identified, monitored and reviewed.

The group is composed of key staff from the support system of the school as follows:

Chair :Assistant head -Inclusion (Tracy Jones)
 SENCO- 0-3 (Naomi Harrison)
 SENCO 3-5 (Marion Sorrell)
 Assistant Head/ Safeguarding lead (Lynsey Prewett)
 Assistant head/ Behaviour coordinator (Sam Fisher)
 Children's centre manager/Safeguarding CC (Ellen Genge)
 Lead teacher (Joanne Franklin)
 Family Support Advisor (Imrana Bashir)

The group meets at least twice a term **Wednesday 11-12am** and focuses on key issues/ developments/ as well the highest-level children currently giving cause for concern. The EDI team also supports children currently experiencing trauma or who have become unexpected concerns. Referrals to the EDI team are made via participants or via SPTO.

All SAF referrals are logged at EDI team meetings.

The group ensures that information about a child's needs is shared in a professional and supportive way and identifies a designated lead from within the settings own team.

The group will also make/ coordinate referrals to outside agencies, where the school's designated lead coordinates the case. This person may or may not be the lead professional in a SAF.

Students are likely to be at 'School Based Support' level or above; or identified '444' children, although these need not be strictly held criteria for referral.

'EDI' is not the forum in which to routinely discuss children with Top up funding/EHCP plans (statements): such children already have well-established procedures and multi-agency support groups. However it is appropriate to bring a Top up funded/EHCP plan child to the attention of 'EDI' if there is a current high level concern.

Child Protection issues have their own set of procedures within the setting that must by law be followed. However it is likely that such issues do emerge from 'EDI' discussions. When this happens, it is **essential** that concerns are shared with the appropriate CP lead and that this is logged on 'EDI' minutes. It is incumbent upon all CP leads to read 'EDI' minutes to close any insecure circles of protection.

'EDI' discussions are brief and to the point: time allocated is short as there are many needy children. Actions are agreed along with who is to do them; there should also be a follow through in subsequent weeks until it is decided that the child comes 'off EDI' which must be logged.

The EDI team Consider how our policies and practices meet the equalities objectives and the impact on all state holders across the setting, giving due regards to – eliminating discrimination, harassment and victimisation; advancing equal opportunity and fostering good relations

Discussions are briefly minuted and shared with SLT (via the 'EDI' chair), CT's, keyworkers and other relevant support staff. It is important that these staff read them and carry out actions requested by EDI, with feedback being given to the Chair. Staff who receive minutes are responsible for passing information on (on a need to know basis) to relevant staff. Staff are reminded minutes are highly confidential, should be kept safe and not forwarded onto others.

Minutes are stored in a child's` confidential record and follow the code agreed by the setting for this record.

Staff who receive EDI minutes....

EDI meeting attendees, Head teacher, Relevant Class teachers and key workers will be given information from identified person on a need to know basis