

Friars Academy
Equality for All Policy

Reviewed: July 2016
Next Review Date: July 2019

Friars Academy

Equality Opportunity and Equality Policy

Introduction

This document outlines our approach to the combined policies on Race, Disability and Gender Equality Sexual Orientation, Transgender, Ageism, Religion and Beliefs schemes that promote community cohesion and is designed to communicate the following:

- Our Diversity statement
- Our responsibilities in terms of Equal Opportunity and Equality
- An overview of the actions already taken
- Our Equality Schemes action plans

Inclusiveness is at the heart of our equality plans and we are keen to ensure that we are an inclusive Academy that supports and promotes **Equality for All** within our, and the wider community. This policy is reviewed bi-annually.

Principles

Friars Academy (hereinafter called 'the school' seeks to foster warm, welcoming and respectful environments, which allows us to challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

Purpose

This Equality Policy brings together all previous policies, schemes and action plans around equality including those that we had previously for **Race, Gender and Disability**. It also includes our policies on **discrimination re: Age, Sexual Orientation, Religion & Beliefs and Transgender**. It includes all the protected characteristics covered under the Equality Act 2012 as well as other aspects which have the potential to discriminate against any individuals within our community. It explains how we listen to and involve pupils, staff, governors, parents/carers, volunteers and the community in achieving better outcomes for our children and young people.

Our Disability, Gender and Race Equality **actions plans** are contained in the appendices.

We are further committed to the development of **cohesive communities** both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, governors, visitors and partner agencies – who we have engaged with and who have been actively involved in and contributed to its development.

Aims

- To eliminate discrimination, harassment and victimisation
- To promote equality of access and opportunity within our school and within our wider community
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child. Which includes recognition of a range of educational, wellbeing and material outcomes.

Friars Academy values the diversity of the individual talents and creative potential that every staff member, pupil/student and potential staff member and pupil/student brings to our organisation.

We aim to promote and maintain a culture of diversity where appointments to jobs, reward and personal success depend solely on individual ability and performance. All pupils and employees, both present and potential, whether full-time or temporary will be treated fairly with respect and dignity.

Practice

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life.

We actively seek out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world
- Personal, cultural and National identity. We will provide opportunities to explore and value the complexity of our personal cultural and National identities
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society.

Members of the School Community will bring to the attention of Senior staff and Governors any incidents or situations in which they believe school is failing in its duty with regard to Disability Equality. Such reports will be investigated and action taken.

Our duties

We recognise and accept our equality duties as set out in the Equality Act 2012.

The combined **Equality Duty** came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

- **Eliminate unlawful discrimination, harassment and victimisation** and other conduct prohibited by the Act
- **Advance equality of opportunity** between people who share a protected characteristic and those who do not
- **Foster good relations** between people who share a protected characteristic and those who do not

The Specific Duties require schools to:

- Publish information annually to demonstrate compliance with the Equality Duty
- Publish equality objectives every four years (one or more as is proportionate to the organisation)

The school already makes the following provision to support pupils/students with disabilities:

- Training for staff on a wide range of issues including Autism and Asperger's Syndrome, behaviour difficulties and management, manual handling and other medical/health issues, has already been undertaken
- The curriculum is designed to meet the needs of all pupils/students
- Materials have been adapted to meet the needs of all pupils/students
- Additional resources have been purchased to meet the specific needs of individual pupils/students
- Adaptations for building access and reasonable adjustments are addressed through the school's Accessibility Policy and Plans.
- The accessibility plan is an integral part of our schools Premises Development Plan and is updated every three years – it is actively promoting access to the curriculum, information and physical access
- Information for parents/carers and public is reviewed regularly in line with DDA
- Pupils have Travel Plans (where appropriate), Individual Behaviour Support Plans, Individual Education Plans and Care Plans (where appropriate) which show how they are helped to achieve
- The school has wide corridors, accessible doors and a lift between levels
- There are disabled access toilets on both levels
- The Healthy Schools programme will be embedded
- Whole school training on safeguarding issues annually and reviewed regularly

Gender Equality

The purpose of the Gender Equality Scheme is to show how Friars Academy is going to promote equality of opportunity between men and women and to eliminate unlawful sex discrimination and harassment in relation to sexual orientation, transgender issues or age. We aim to encourage and listen to the views of members of our wider community and involve them in the work of the school. All school staff and members of the community have a responsibility to treat everyone fairly and to promote arrangements for gender equality and tolerance related to sexual orientation or age.

The School already makes the following provision under the Sex Discrimination Act:

- Jobs are open to men and women
- Appointments are made by choosing the best candidate and through following the guidelines laid down by the legislation for recruitment
- Pay is relative to experience, and not gender or sexual orientation
- Boys and girls are given the same opportunities throughout all aspects of school life
- Age discrimination is unlawful and decision makers are aware of this – the staff reflects the full range of ages

The School has identified areas of good practice where proactive steps have already been taken:

- The curriculum shows no gender or age bias
- The school links with local organisations e.g. Police where men and women fulfil the same role
- Our older pupils/students are encouraged to pursue post-16 options that they are interested in and not based on stereotypical images of men and women
- Differences in staff and learners is celebrated

The School is aware of some areas of concern:

- The staff is predominantly female and male role models are required
- The majority of pupils are male and this may be particularly evident in some year groups, leaving female pupils with a small, or no, peer group
- Need to extend staff training related to issues of sexuality and age
- Attitudes to age may vary considerably; we strive for respect and tolerance for all

Race Equality

The purpose of this Race Equality Scheme is to show how Friars Academy are going to promote equality of opportunity for all irrespective of colour, ethnicity and culture. We aim to encourage and listen to the views of members of our wider community and involve them in the work of the school. All school staff and members of the community have a responsibility to treat everyone fairly and to promote arrangements for racial equality and religious equality in order to ensure community cohesion.

Responding to hate or prejudice-based incidents and bullying

We recognise that hate incidents or prejudice-based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative

views of disabled people or sexism. We take action to prevent, challenge and eliminate any such behaviour.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society in order to prevent and respond to incidents and situations. We address the experience, understanding and needs of the victim, the perpetrator and the wider school community through our actions and responses.

We follow the procedures for reporting Racist Incidents as described in the Schools Racist Incidents Protocol (2012). This involves:

- Initial response e.g. to comfort victim and remind/reprimand perpetrator
- Recording the incident
- Investigate and take action including informing parents/carers and LA
- If required, LA Race Equality Team can be contacted for further help

The School has already made the following provision under the Race Relations Act:

- Jobs are open to all
- Appointments are made by choosing the best candidate and through following the guidelines laid down by the school policy for recruitment
- Pay is relative to experience and responsibility of the post
- All pupils/students and staff, irrespective of colour, culture or ethnicity, are given the same opportunities throughout the school
- Vocational opportunities which are not available on site are accessed through other providers

The School has identified certain areas of good practice where proactive steps have already been taken:

- Tolerance and celebration of differences is embedded in the school ethos
- Multi-cultural studies are part of the RE curriculum but are also reinforced throughout the curriculum
- Community cohesion is promoted in RE, PSHCE/PDC/Careers and through English, Drama, Music and Art in particular
- Students undertake studies of specific countries in Geography as part of themed topics
- Different religions and beliefs are studied
- Festivals are celebrated

The School is aware of some areas for concern:

- It is anticipated that the school will have a small percentage of multi-cultural pupils
- The setting of the school allows little opportunity for pupils to experience a multi-cultural society

Implementation, monitoring and reviewing

This policy will be published in Spring 2016. It will be disseminated through our newsletter and website. Implementation, monitoring and review are the responsibility of our Senior Leadership Team and our Governors who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

References:

“Developing a single Equality Policy for your school” Centre for Studies in Inclusive Education (2012)

- Race Relations Act 1976, amended 2000
- The Human Rights Act (1998)
- The Employment Equality Regulations (2003)
- The Equality Act (Part 2) (2006)
- Article 5 of the International Convention on the Elimination of All Forms of Racial Discrimination (ratified in UK 1991)
- Articles 2, 23, 28 and 29 of the United Nations Convention of the Rights of the child (ratified in UK 1991)
- The Special Needs and Disability Act (2001)
- The Disability Discrimination Act (2005)
- The Disability Equality Duty (2006)
- Article 24 of the United Nations Convention on the Human Rights of Persons with Disabilities (ratified by UK 2009)
- The Gender Equality Duty (2007)
- The Sex Discrimination (Gender Re-assignment) Regulations (2003)
- The Employment Equality (Sexual Orientation) Regulations (2003)
- The Equality Act (Sexual Orientation) Regulations (2007)
- Articles 10, 14 of the United Nations Convention on the Elimination of All Forms of Discrimination against Women (ratified by UK 1986)

