

The Hills Academy

Equality, Diversity and Inclusion Policy

Status: statutory/**expected**/recommended (please highlight)

Date reviewed:

Scheduled Review Date:

Lead:



POLICY

Headteacher: Mrs. Moya Whitehead

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1. Purpose

Our school Vision and values

We are a school with strong, positive and friendly culture. We're highly respected within our local community and the children are at the heart of all we do.

Our values are our foundation. These are practiced by our staff and passed on to the children at our school.

- *Honesty and Trust*
- *Unity and Co-operation*
- *Understanding, Thoughtfulness and Appreciation*
- *Kindness, Respect and Tolerance*
- *Responsibility, Courage and Perseverance*
- *Patience, Caring and Humility*

We also value and promote:

- *Friendship, Happiness and Love*
- *Freedom, Peace and Hope*

Everything is underpinned by:

- *Quality*

We have an equally strong vision for the direction of the school to maximise the potential of every child and help them to develop a lifelong love of learning.

- *Safe, Happy and Promoting healthy bodies and minds*
- *Experimental, Challenging, Creative and Exciting*
- *Inclusive, Equal, Diverse and Fair*
- *Personalised nurturing to maximise potential*
- *Achieve exceptional progress and attainment*
- *Working in partnership, Community focussed*
- *Embracing technology*
- *Celebratory*
- *Sustainable*
- *Growing a lifelong love of learning*

At The Hills Academy we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our

school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1.

Our duties under the Equality Act also 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 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at The Hills Academy we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

2. Practice

Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

- The Hills Academy does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.
- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing body and analysed so that any trends can be identified, and action plans put in place. Further information on these procedures can be found in the Behaviour Policy.
- The Staff Handbook and HR Handbook for Bedford Borough Council outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff.
- The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:

- Treating people equally does not mean treating them all the same. We recognise that people have

different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
 - Progress and attainment
 - Admissions
 - Attendance
 - Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints
- We employ appropriate interventions where necessary in order to address disparities.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school.

How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.

- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our student council, governing body and staff team.
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

Equality Objectives and Action Plan

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff.

Using this information, the school analyses the following in terms of protected characteristics:

- Pupil admissions
- Pupil attendance
- Pupil performance/achievement
- Pupil sanctions
- Pupil rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This school will now begin to use this to identify any discrepancies between people from different groups and to identify equality objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

Our current Equality Objectives are attached as Appendix 2.

3. Monitoring and evaluation

Responsibilities

The governing body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, 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 school and governors will consider equalities impact assessments on all other policies.
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary.

The head teacher and senior management are responsible for:

- Overseeing the implementation of the Equality Policy.
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying.
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school.

All staff are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding and complying with the Equality, Diversity and Inclusion Policy.
- Contributing to the action plan attached to the policy.
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion.
- Dealing with prejudice-related incidents, following the specific procedure.
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation.
- Challenging bias and stereotyping.
- Promoting an inclusive and collaborative ethos.

All parents/carers are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy.
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement.

All visitors are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school.
- Complying with the school's Equality, Diversity and Inclusion Policy.

All students are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of the school and complying with the school's Equality, Diversity and

Inclusion Policy.

- Reporting prejudice-related incidents;
- Understanding, valuing and celebrating diversity.
- Challenging stereotypes and prejudices.

4. Policy links

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Trans Inclusion
- Special Educational Needs
- home-school agreement

5. Amendments

Amendment Details	Made By	Date

6. Consultation

We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.

Breaches of this policy

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

Appendix 1: Glossary of Terms

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: they have a particular protected characteristic someone thinks they have that protected characteristic (discrimination by perception) they are connected to someone with that protected characteristic (discrimination by association)

	Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information here .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.

<p>Reasonable adjustments</p>	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> changing provisions, criteria or practices changing or removing a physical feature or providing a reasonable alternative way to avoid that feature providing auxiliary aids
<p>Religion or belief</p>	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
<p>Sex</p>	<p>Whether someone is male, female or intersex.</p>
<p>Sexism</p>	<p>Prejudice or negative attitudes, beliefs or views about someone based on their sex.</p>
<p>Sexual orientation</p>	<p>Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.</p>
<p>Transgender</p>	<p>An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.</p>
<p>Transphobia</p>	<p>Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity</p>
<p>Victimisation</p>	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> making a claim or complaint of discrimination helping someone else to make a claim by giving evidence or information <p>Or because they intend to do so.</p>

