



EQUALITY & DIVERSITY POLICY

Equality and Diversity Policy

Our Vision

To create a fair and just school community, that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying.

Farringdon Community Academy provides education for all, acknowledging that the society within which we live is enriched by diversity. Farringdon Community Academy strives to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity.

Farringdon Community Academy will not tolerate harassment of any kind. We are committed to combatting ALL forms of discrimination.

Farringdon Community Academy recognises that monitoring and evaluation of equality is essential to ensure students are not being disadvantaged, and that monitoring leads to action planning.

We aim to be an inclusive employer that positively values the contribution of all employees. Through both our employment policies and strategies, we aim to achieve equality for all sections of the workforce and the community we serve.

Farringdon Community Academy will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all students, employees and other service users should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

Farringdon Community Academy will endeavor to promote and be a community leader in:

- promoting equality, for example by assessing the impact of our policies on different groups
- challenging and eradicating discrimination, for example , by acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying
- promoting community cohesion
- giving a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- developing, implementing, monitoring and reporting equality work throughout the school community as part of our business planning, school improvement, and school self evaluation processes
- working in partnership and consulting with students, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community
- reviewing and auditing all our equality, diversity and cohesion activities

Our principles

- To promote equality, diversity and cohesion within the local community. We believe that our organisation has to reflect all the communities and people it serves.
- Challenge discrimination on the grounds of gender, race, age, disability, sexuality (including sexual orientation), religion or belief.
- Our vision for equality and diversity goes beyond establishing processes to achieve change. We will monitor progress made towards meeting objectives to:
 - take adequate steps to prevent discrimination
 - take decisive action when discrimination occurs
 - take steps to promote equality, diversity and cohesion
- All our staff will consistently challenge all put-downs, harassment, name-calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, and feelings of powerlessness and worthlessness because of: colour, culture, ethnicity, faith, religion, belief, national origin, national status, disability or impairment, perception of

sexuality including sexual orientation, gender, marital status, socio-economic background, age, responsibility for dependants and trade union membership

- We also recognise that all students may experience harassment and bullying and in tackling these issues in school, we use the same definition that such an incident is perceived to be harassment or bullying by the victim or another person, until proven otherwise.
- We will strive to be a 'listening school'. We listen to all our school community members including students, parents, staff, visitors, wider community members, stakeholders and partners. We take seriously all experiences of bullying and hurtful behaviour resulting from bullying such as racism. We invite all our students in particular to talk to us about bullying, where it happens, who is doing it, and what it involves.
- We are committed to being a learning organisation which recognises the contribution of all students, staff, parents and other partners and which is supportive, fair, just and free from discrimination
- We will continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the PHSE Curriculum and in particular focusing on the 'rights of the child', the 'right to education' and the right to be safe.
- Encourage diversity and eliminate unfair treatment and discrimination through a full range of human resource policies and procedures in particular in the areas of recruitment, training and development and promotion.
- Monitor staff in post, all applicants, short listed candidates and candidates appointed
- Recognise that staff have rights as employees to work in a supportive, safe and harassment free environment and that staff have individual and collective responsibility to value and respect each other's contributions.
- Promote an environment where standards of conduct are of the highest level and to ensure that no one is harassed, bullied or victimised.
- Ensure that in planning, delivering and monitoring strategies and policies, equality and diversity issues are considered at the outset of that work and that we will consult with students, parents, staff, partners where appropriate and the wider community.

The Equality Act 2010

The Equality Act 2010 consolidates existing law into a single legal framework provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Equality Duty

As part of the Equality Act 2010, there is a general public sector equality duty which also applies to schools to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between different groups;
- foster good relations between different groups.

Who is protected under the Equality Act 2010 (the Act)

Schools have obligations under the Act as:

- employers;
- bodies which carry out public functions, and;
- service providers.

Farringdon Community Academy takes these duties and obligations seriously and makes provision for the following groups of people:

- employees;
- prospective students (in relation to admissions arrangements, for those schools who are the admitting authority);

- students at the Academy (including those absent or temporarily excluded)
- former students (if there is a continuing relationship based on them having been a student at the Academy);
- families and groups who might use the Academy for community use.

Protected characteristics

The Act makes it unlawful to discriminate against people on the basis of ‘protected characteristics’. The relevant characteristics are:

- disability;
- gender reassignment;
- pregnancy and maternity;
- race
- religion or belief;
- sex;
- sexual/gender orientation.

Unlawful discrimination is defined in the Act as:

- direct discrimination (including discrimination based on perception or association);
- indirect discrimination;
- discrimination arising from disability;
- failure to make reasonable adjustments (for disabled people). The Equality Act 2010 also protects people from:
- harassment, in relation to disability, race and sex, and;
- victimisation.

A protected act is:

- making a claim or complaint of discrimination under the Act;
- helping someone else make a claim by giving evidence or information;
- making an allegation that the Academy or someone else has breached the Act;
- doing anything else in connection with the Act.

Students must not be victimised because their parent, sibling or friend has carried out a protected act. Schools must also not victimise parents who make complaints.

Positive action

The Act contains provisions which enable schools to take ‘positive action’, i.e. provide additional benefits to students with protected characteristics, to address any disadvantage they may face. Positive action is not the same as positive discrimination, which would be providing preferential treatment for a particular disadvantaged pupil/group of students, which exceeds the positive action conditions.

It is worth noting that it is never unlawful to treat disabled students (or applicants) more favourably than non-disabled students (or applicants). That is, a school is permitted to positively discriminate in favour of disabled students (applicants).

What Does This Mean for the Academy

Academy’s Vision for Equality

Dignity – We treat each other with dignity and recognise the worth in all of us.

Leadership – we develop the leadership and entrepreneurial skills to lead ourselves and those around us in all types of situations.

Accountability – we must always accept the responsibility for the things that we do, say and take part in.

Trust – we can be trusted to be honest, truthful and open, treating each other fairly and with mutual respect.

Care – we demonstrate care, compassion and commitment to ensure that all staff and students feel safe, valued and loved, enabling the academy to be free from bullying, violence and aggression.

Inclusive – we recognise each person as a unique individual, treating them with respect and a sense of worth at all times.

Positivity - we believe that a positive change is possible for all and seek to maintain a hopeful attitude that does not give up. We have a positive approach and a can do mentality.

Determination – we are determined to work hard to ensure that we achieve our personal best even in times of difficulty. We set ourselves high standards, seek quality and learn from our mistakes in an open and honest way. We welcome partnerships with those who share our core values.

Responsibility for ensuring that the Academy does not breach the Equality Act

The Governors of Farringdon Community Academy are ultimately responsible for ensuring that the Equality Act is not breached with delegated responsibility sitting with the Headteacher. It must take all reasonable steps to prevent discrimination, harassment or victimisation from taking place, and the detailed action plan accompanying this policy out how we will do this.

The Academy Governing Body

- ensuring the Academy complies with all relevant equality legislation;
- ensuring that the Academy Equality Policy and its procedures are followed.

The Headteacher

- making sure that the Academy Equality Policy and its procedures are followed;
- making sure that the Academy Equality Policy clearly outlines how it will deal with issues faced by the identified 'protected groups';
- producing regular information for all staff and Academy Governing Body about the policy and how it is working;
- making sure that all staff understand their responsibilities under the policy and arranging any training and support needed;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff

- dealing with racist, homophobic and other hate incidents;
- being able to recognise bias and stereotyping;
- promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- keeping up to date with laws on discrimination;
- taking up training and learning opportunities.

The Headteacher has overall responsibility for dealing with bullying, hate-incidents or discrimination.

The Headteacher and staff are responsible for ensuring that visitors and contractors are aware of and adhere to the Academy's Equality and Diversity Policy.

Additional implications for schools

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building.

Ensuring Access to the Curriculum and Training

We are committed to inclusive learning and embedding Equality and Diversity in all aspects of the curriculum. Courses will be made accessible to as wide a range of students as possible and the content and resources of subjects will be regularly examined by faculty leaders to ensure they do not discriminate either directly or indirectly.

Individual student targets will be matched to student needs yet stretch and challenge students to aim high in all they do. Students will understand their targets and understand the steps required in order to achieve them.

Additional support will be provided for students who require this and reasonable adjustments will be carried out where appropriate.

Recruitment and Selection – Staff

Directors, Governors and staff will not discriminate unfairly and illegally, directly or indirectly in making selection decisions. All applications will be assessed according to clear pre-stated essential criteria which will be both objective and job related.

When making selection decisions we will consider the positive aspects of past experience and the present potential of candidates.

Any applicant who is classified as having a disability will be given the opportunity to discuss ways of overcoming any problems of access of any other issues relating to their disability. Candidates will only be asked health related questions during the interview process when this is necessary to support the candidate through that process or it refers to specific requirements of the post (eg heavy lifting).

Environmental Factors

By adapting and modifying the environment and facilities, where appropriate we will strive to facilitate access to the curriculum and provide an inclusive and welcoming atmosphere for all.

Offensive material of a discriminatory nature for example homophobic or racist and any other materials designed to offend people with protected characteristics will not be tolerated in any part of the Academy.

Wherever possible and practical, a facility will be made available, if required, to meet the religious needs of staff and students in relation to their religion, faith or belief.

This policy was agreed in October 2017 and will be reviewed every two years or sooner if changes to legislation require this.

Signed: Signature on hard copy in PA Office (Headteacher) Date: 20/10/2017

Signed: Signature on hard copy in PA Office (Chair of Governors) Date: 20/10/2017