

Dixons Allerton Academy

Policy Documentation

Policy: Equalities and Community Cohesion

Responsibility for Review: Assistant Vice Principal
Date of Next Review: June 2017

Equalities and Community Cohesion

Policy Statement

Dixons Allerton Academy is committed to the principle that all staff and students should be treated with dignity and respect and that all staff and students will have equality of opportunity and outcome, regardless of their social and physical characteristics. We take seriously our duty to challenge all forms of prejudice and discrimination. Dixons Allerton Academy is proud of its history as a non-denominational diverse community where individual difference is respected and celebrated, that works together in harmony. We are proud of the fact that our outcomes do not mirror the differential educational achievement that is seen in the wider society. We strongly believe that whilst individual difference should be valued, that in order to maintain community cohesion, there must be a strong common experience that all subscribe to. As such, there are many aspects of Academy life that all subscribe to, for example, a core curriculum experience that has a strong focus on academic and personal development and our dress code.

This policy relates to;

- Admissions (students - including SEN and vulnerable students)
- Anti-bullying
- Complaints procedure
- Curriculum
- Disability
- Grievance policy and procedures
- Positive behaviour
- Staff recruitment and appointment

The Academy seeks to;

- promote and maintain diversity amongst students and staff
- ensure that the people who study and work in the Academy should be treated with dignity and respect and in a fair and equitable manner ie all students and staff
- provide opportunities for all staff and students to maximise their potential and be 'life-long learners'
- provide an appropriate learning experience for all students, whatever colour, origin, race, religion and belief, culture, gender, religion, sexual orientation or ability
- develop a culture which values everybody and provides the opportunity to work and learn in an environment free of prejudice
- ensure that all staff educate against any form of prejudice or negative stereotyping and that their professional conduct with students and colleagues reflects this responsibility at all times.

The aims are to:

Create an environment which values all staff and students equally, in which opportunities for success are offered to all and to create an ethos where issues of equality can be discussed openly with the Academy community as a whole.

To achieve this, the Academy aims to;

- ensure that all staff have the opportunity to progress and have opportunities to develop professionally
- appoint where possible a workforce that represents the diversity of society
- meet all our students' needs, encourage them to achieve their full potential, and raise educational standards;
- eliminate all unlawful discrimination, whether based on race, gender, disability or other discrimination;
- take specific action to tackle differences between sub-groups based on race, disability and gender in their attainment levels and progress, in the use of disciplinary measures against them (such as exclusion), in admissions, or in assessment;
- create a positive, inclusive atmosphere, based on respect for people's differences, and show commitment to challenging and preventing racism and all types of discrimination;
- prepare students to be full citizens in today's multi-ethnic society;

Legal duties

- We welcome our duties under all equal opportunity and discrimination duties, including the Equality Act 2010
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognise that equality duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards

Guiding principles

In fulfilling the legal obligations and our moral purpose, we are guided by seven principles.

Principle 1: All staff and learners are treated equitably

- whether or not they are disabled
- whatever their ethnicity, race, culture, religious belief, national origin or national status
- Whichever their gender or sexual orientation.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face. As such, students and staff have different rights and responsibilities.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents (see anti-bullying policy)
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment and homophobic bullying

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, pay and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, race, culture, religious belief, national origin or national status
- Whichever their gender or sexual orientation.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, racial, cultural, social class and religious beliefs
- girls and boys, women and men and differing sexual orientation.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, racial cultural and religious beliefs
- both women and men, and girls and boys, and people of differing sexual orientation (where known or relevant)

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, racial, cultural and religious beliefs
- both women and men, girls and boys, and people with differing sexual orientation .

Roles and responsibilities

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented. This is to prevent discrimination and promote equality and therefore community cohesion.
- A member of the governing body has a watching brief regarding the implementation of this policy. The Chair of Governor aims to recruit a body that is diverse and representative of the wider society.
- The Principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
- The Assistant Vice Principal has day-to-day responsibility for co-ordinating implementation of the policy and creating an annual action plan in relation to this policy.
- Staff are responsible for:
 - promoting an inclusive and collaborative ethos in their classroom
 - dealing with any prejudice-related incidents that may occur
 - identifying and challenge bias and stereotyping in the curriculum and challenging stereotypical activities (for example gendered career advice on options and career pathways)
 - supporting pupils in their class for whom English is an additional language
 - keeping up-to-date with equalities legislation relevant to their work.
- Using teaching styles, methods, language, questioning and classroom management includes and engages all students;
- Selecting suitable resources which motivate and are sensitive to different groups, cultures and backgrounds;
- Ensuring teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
- Considering their own cultural assumptions and bias within their own attitudes.

Leadership and Management

The Senior Management Team are responsible for ensuring that appropriate arrangements are in place to:

- provide a curriculum that allows all students access and the opportunity to reach their full potential, whilst challenging stereotypes and inequality.
- monitor the performance of all students and ensure that potentially disadvantaged or vulnerable subgroups are performing in line with expectation and that the needs of different students are met..
- ensure that they constantly address 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
- monitor the effectiveness of intervention and support for individual need
- monitor teaching styles and strategies adopted by teachers in order to promote social inclusion
- monitor attendance, discipline and exclusions by sub-group to ensure no group is over or indeed under-represented
- Monitor and review admissions criteria and procedures are monitored and reviewed to ensure that students are recruited without prejudice as to gender, race or ability.
- ensure that care, guidance and support is free from bias and prejudice
- Take opportunities to work with the wider community to challenge stereotypes and promote community cohesion
- constantly monitor staff recruitment, retention, promotion, pay and progression to ensure that there are no discernable patterns of inequality
- comply with reasonable requests relating to religious observance and practice, in the same way that we would respond to any reasonable individual need.
- keep up to date with any changes to legislation in relation to race, disability and gender
- create an annual action plan in response to hard and soft evidence gathered in relation to this policy
- set targets for improvement in the Academy Development Plan

It is essential that there is an appropriate response to identified patterns of attainment progress, behaviour, attitudes and attendance. It is the responsibility of SLT to ensure that:

- strategies are implemented to raise performance, aspirations and self-esteem;
- staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students; and
- an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

- The Senior Leadership Team seeks to ensure that through provision of appropriate training programmes for all staff and through sharing information, in monitoring and reviewing, that there is no discrimination against any student on the grounds of the 9 protected Characteristics set out in the Equality Act 2010 in deciding admissions; in providing the curriculum, teaching and guidance; in applying standards of behaviour, dress and appearance; and in the allocation of resources and other benefits and facilities which the Academy provides.

Monitoring, Evaluating and Reviewing the Policy

- All policies are reviewed on yearly basis and have a major review every three years which involves stakeholder voice. The Principal is responsible for leading this review.
- Any complaints in relation to this policy or practice related to it will be dealt with according to Academy procedure – see The Complaints Procedure Policy.
- Any complaint against or by a member of staff or in relation to upholding this policy, will be dealt with in accordance with the Grievance and Discipline Policies respectively.