



Equality Policy

(updated April 2017)

Equality Policy

The Equality Act 2010 replaced existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation to provide a single source of discrimination law. Any changes to this policy required as a result of monitoring the effectiveness of the policy and or changes in law must be disseminated to students, parents/carers and staff

Rationale

At Lawn Manor Academy there is a commitment to provide equal opportunities to everyone within the School's learning community, including staff, students, parents and visitors. At Lawn Manor, we value respect and will not tolerate racism, sexism, homophobia relating to gender or sexual orientation, prejudicial attitudes towards religion, special educational need/disability, bullying or any other oppressive behaviour.

Discrimination in any form is actively discouraged and students are encouraged to show respect for others. We recognise the important role the School plays in helping to form attitudes and values in students and will actively promote anti discriminatory behaviour and work to prevent anti-social behaviours.

Lawn Manor Academy will ensure the learning and teaching environment is free of discrimination. Education is about maximising opportunities for personal growth and fulfilment. Opportunities will be available for all regardless of ability, age, gender, ethnic or social background. These opportunities are secured through positive action by the School and the local community.

At Lawn Manor we celebrate diversity of culture, race and talents to try to ensure that everyone is given opportunities to value their own contribution to Lawn Manor and to have this noticed and valued by others. Lawn Manor' vision is to ensure all students of all backgrounds will be part of the School's community. We seek to give all students equality of opportunity, irrespective of their gender, ability (both physical and mental), race and religion. We seek to close the gap between the achievements of different groups of students so that all have equal opportunities in their adult life and empower them in all areas of life to contribute purposefully to society. We seek to promote good relationships between everyone in the School community, building an atmosphere of mutual trust and confidence.

Aims

- To ensure high quality education for all students.
- To encourage all students to have high expectations.
- To support the positive development of personal and cultural loyalties and identities, preparing students for full participation in society.
- To promote the principles of equality, respect fairness and justice for all.
- To develop universal values and citizenship by celebrating cultural diversity and supporting students in developing a positive self image.
- To provide students with equal access to the full range of learning opportunities.
- To promote good relations between different racial groups, challenging stereotyping, prejudice and acting promptly to remove any forms of direct or indirect discrimination.
- To ensure that all recruitment, employment, promotion and training opportunities are fair to all and to provide opportunities for all to achieve.
- To collect information with regard to ethnic origin for monitoring purposes.

The role of the Headteacher is to:

- Ensure that the School policies take into account equal opportunities;
- Implement and review the School's Equality Policy;
- Ensure that all members of the School's community are aware of and implement the policy;
- Ensure the policy is implemented with regard to staff selection and appointments;
- Act upon reports of discrimination from parents/carers, students, staff or the local community by investigating them and ensuring that appropriate action is taken and
- Ensure that information with regard to ethnic origin is collected and entered into the School's information system so that this information is used as part of the monitoring of equality of opportunity in line with the Data Protection Act.

Specifically this includes:

- Cover of absent colleagues is fairly distributed;
- Requests for leave of absence are consistently met;
- Duties are fairly allocated;
- Non-contact time is distributed as per recommended formula;
- Workload expectations are reasonable;
- Interviewing procedures adhere to the School's policy;
- Equal access to professional development is provided and
- Pay and conditions are implemented and adhere to the School's policy.

The role of Directors of Faculty

When designing schemes of work, this policy will act both in their choices of topics for study and how to approach sensitive issues:

- To ensure opportunities are provided in curriculum content to promote students' understanding of different environments and societies other than their own;
- When devising curriculum policies and selecting resources all staff will ensure that teaching material is non-discriminatory;
- To provide balance in themes or topics and planned learning experiences, taking into account the interest of students of both sexes;

- To implement strategies to raise levels of achievement, aspirations and self-esteem in all students.

The role of Teachers

The teacher has a crucial role providing equal opportunities and enabling students to develop universal values that encompass the principles of equality, respect, fairness and justice.

- All teachers will ensure that all students are treated fairly, equally and with respect.
- Teachers will not discriminate against any student.
- When selecting classroom material, teachers pay due regard to the sensitivities of all students of a class and do not provide material that is racist or sexist in nature.
- Teachers will provide material which gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
- Teachers will choose learning styles and strategies that avoid gender bias and stereotyping and that also reflect the diverse and multi-racial nature of our society.
- Teachers will use teaching styles, methods, language, questioning and classroom management that includes and engages all students.

Whole Academy application of this policy

- **Admissions**

The School does not permit gender, race, colour or disability to be used as a criteria for admission.

- **Registration**

School lists are organised chronologically or alphabetically, not by group (unless this is required by an outside agency for a particular purpose)

- **Discrimination**

All forms of discrimination within the School should be treated seriously. Incidents should be logged whenever they take place in the School. It will be explained to the offender why the behaviour is unacceptable.

- **Curriculum**

All students have access to the curriculum. Staff are aware how their own expectations affect the achievements, behaviour and status of each student. The curriculum has a balanced objective and meets the needs of all students.

- **Resources**

Lawn Manor Academy will aim to provide for all students according to their needs irrespective of gender, ability or ethnic origins. In selecting curriculum resources, staff should aim to present positive images that are non-racist and non-sexist. Students should be presented with accurate information about similarities and differences between cultural groups.

Books and other resources are checked before use to ensure that they do not give a stereotypical or over-simplified view in terms of gender, race, culture or disability. When choosing new materials the School will seek balance in the representation of the sexes and minority groups, looking for positive role models in material and settings. The language used in resources will be monitored for bias so that it does not promote negative or derogatory images. Display material and illustrations reflect the diversity of our society where appropriate and show both sexes in positive situations and roles.

- **School and classroom organisation**

Equal opportunities will be considered when grouping students for activities. This may involve specific groupings to ensure that every student participates fully. Each student will be given opportunities to exercise responsibility within the classroom or the School with care taken regarding stereotyping roles. The School sees students of both sexes equally in the opportunities given to inspire achievement and leadership.

- **Strategies for creating an equal opportunities environment**

1. Positive reinforcement of good behaviour, rather than giving a high profile to students who are misbehaving, including the use of praise, and other rewards as outlined in the student planner.
2. Clear and concise rules, phrased in terms that students understand. All students need to understand that name-calling, bullying or biased attitudes and misbehaviour are unacceptable at Lawn Manor Academy.
3. Changing groupings for specific tasks, so that students have opportunities to join in co-operative activities with different groups.
4. Creativity and role play, including acting out feelings or conflicts, in order that students can see why their behaviour is unacceptable and to be encouraged to change their attitudes.
5. Visits by people who have non-stereotypical occupations.
6. Visits from people from different races and culture.
7. Visits from disabled people and contact with disabled students.
8. Contacts with other multi-ethnic schools.
9. Taking part in multi-cultural activities and events.
10. Recognition and praise for all forms of achievement for and from all students.

- **Personnel and staffing Issues**

The School affords equal treatment to all its employees and prospective employees. The aim of this policy is to ensure that no employee or applicant for a position in the School receives less than favourable treatment on grounds of disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex or sex orientation or is disadvantaged by any conditions or requirements which cannot be shown to be justifiable. Selection and promotion criteria will be kept under review to ensure that individuals are selected and promoted on the basis of their relative merits and abilities, having agreed to the need of the specific role at the School.

- **All Staff**

1. All staff will challenge incidents of prejudice or racism.
2. Serious incidents are recorded and reported to the attention of a member of the senior leadership team or the Headteacher.
3. All staff will support the work of colleagues and intervene in apposite way against any occurrence of discrimination.

- **Action in cases of Discrimination against Students**

All staff must challenge incidents of prejudice or discrimination. Incidents are to be recorded using the Sims Database and reported to their Line Manager who is responsible for reporting to a member of the Senior Leadership Team or the Headteacher.

- **Serious Incidents**

If a student or group of students are found to be in breach of the Equality Policy, the School will apply an appropriate sanction which will be recorded on the Sims Database.

Sanctions are mentioned in detail in the School's 'Behaviour for Learning' Policy.

- **Discrimination by Staff**

All members of staff are required to adhere to the Lawn Manor Academy Equalities Policy. The complaints procedure will be invoked if it is found that the Equalities Policy has not been adhered to. Disciplinary action may follow.

- **Discrimination against Staff**

If a member of staff believes they have been subject to discrimination they should report the matter to the Headteacher. If they feel unable to discuss the matter with the Headteacher they should refer the matter to the Secretary to the Board of Directors.

The Headteacher, if involved, will keep a record of any interview and both the member of staff and the Headteacher should sign it as an accurate record of the interview.

The Headteacher or the Directors to the School are responsible for conducting an investigation within four working days and informing those concerned of the outcome. The Disciplinary Procedure is followed if a member of staff is found to be in breach of the Equality Policy.

- **Monitoring and Review**

It is the responsibility of the Headteacher to ensure that there is a procedure in place to monitor and evaluate:

1. Progress of students of all groups compared to the progress made by other students in the School;
2. The staff appointments process, so that no-one applying for a post is discriminated against;
3. Records of exclusions and other sanctions to ensure that students from minority groups are not unfairly treated and
4. The impact of additional support on standards achieved

- **Access and Disability**

Lawn Manor Academy has a duty under the Equality Act 2010 to provide access to the site and its facilities or to have a plan to do so. The School is committed to ensuring that all reasonable adjustments and alterations are made to ensure that no students with disability are disadvantaged compared to students without a disability.

Parents/carers are encouraged to provide information with regard to age, sex and ethnic origin for monitoring purposes as per the Data Protection Act.

Race, nationality, ethnic origin, sex, disability or religious beliefs do not form part of the admissions process at Lawn Manor Academy.

In order to decide whether the School can meet the needs of students, all parents are requested to complete the part of the Admissions Form detailing whether a student has a disability, special educational need or medical condition. The School may also take advice and arrange for assessments.

Where it is practicable, reasonable adjustments are made to enable a student to be admitted.

The Headteacher is responsible for:

- Reviewing the School's policy, procedure and facilities with regard to admissions, physical layout of the School access to the curriculum and extra-curricular activities;
- Drawing up a Disability Plan which makes recommendations to improve accessibility.
- Assessing and monitoring the impact of the Equality Policy on students, staff and parents/carers, in particular the attainment levels and participation of students from different groups.
- Recording racist incidents and responding to them in the most appropriate way and
- Reviewing the policy on an annual basis.

Links with other policies/plans/procedures

- Accessibility and Disability Discrimination Plan
- Anti-Bullying
- Appointments and Safer Recruitment
- Behaviour for Learning
- Collective Worship
- Gifted and Talented Students
- Reporting Racist Incidents
- Sex and Relationships Policy
- Special Educational Needs

Policy Written: March 2012

Policy Updated: April 2017

Staff responsible: Headteacher

Ratified by the SLT:

Approved by the Governing Board:

Due for review: April 2018 (annually)

Appendix

Definitions

1. Discrimination in recruitment is unlawful and can be identified as direct/indirect discrimination, harassment, segregation or victimisation.
2. Direct discrimination occurs when a person or group is treated less favourably than others would be treated in the same or similar circumstances.
3. Indirect discrimination involves the inclusion of a condition or requirement which adversely affects the application of an individual.
4. Harassment consists of any repeated and unwanted comments, looks, suggestions or physical contact that a person finds objectionable or offensive and causes them discomfort at work.
5. Segregation is unlawful and occurs when a person or group of people are kept separate from others on the basis of their particular race or sex.
6. Victimisation is unlawful and occurs where a person is treated less favourably than others would be in the same circumstances.

Examples of incidents requiring a 'serious response':

Race:

- A physical assault against a person or group because of colour or ethnicity
- Verbal abuse, derogatory name calling, insults, threats, racist jokes
- Racist graffiti
- Issuing/wearing racist materials e.g. leaflets, magazines, insignia
- Inciting others to behave in a racist manner
- Making racist comments or suggestions in the course of discussions or lessons
- Refusing to co-operate with colleagues or students because of colour or ethnic origin
- Excluding students from activities or recruiting and selecting in preferential ways.

Gender:

- Physical abuse against a person or group because of their gender
- Verbal abuse and intimidation, insults, threats against a person or group because of their gender
- Using lurid or suggestive vocabulary to cause offence or humiliation
- Reference to an individual's or groups' sexuality
- Making sexist comments or suggestions in the course of discussion or during lessons
- Refusing to co-operate with colleagues or students because of their gender.

Disability:

- Physical assault against an individual because of his/her disability
- Verbal abuse, intimidation, insults, threats against an individual because of his/her disability
- Offensive reference to an individual's disability inside or outside lessons
- Refusing to co-operate with an individual because of his/her disability.