

CITY ACADEMY NORWICH

Diversity and Equality Policy

Status	Statutory
Authority	Delegated to Headteacher
Version	V1
Policy Owner	Paul Collin, Headteacher
Updated by	Paul Collin, Headteacher
Date created/amended	28/01/2019
Agreed by	Paul Collin, Headteacher & Governors
Target review date	January 2020

DIVERSITY AND EQUALITY POLICY

**Incorporating: The Race Equality Duty
The Disability Equality Scheme
The Gender Equality Scheme**

Contents

1. Diversity and Equality Policy Statement	3
2. Diversity and Equality Legislation	3
3. Aims of the Policy	3
4. The Race Equality Duty	4
5. The Disability Equality Scheme.....	5
6. The Gender Equality Scheme.....	6
7. Complaints	7
8. Implementation and Impact of Policy	7
9. Gathering and Using Information	8
10. Monitoring and Evaluation	8

1. Diversity and Equality Policy Statement

City Academy Norwich is fully committed to a policy of equality of opportunity and access in employment and education. We seek to create an environment where all members of the school are treated with respect and are valued for the contribution each makes. The Local Governing Body (LGB) will ensure all our school policies are assessed for their impact and the governors will develop their knowledge and understanding of diversity and equality. We will monitor our policies carefully in order to seek to continuously improve. It will be the responsibility of the Headteacher to ensure this policy is successfully implemented and that all those who work in the school understand what is expected of them and that they have relevant training and support. The Headteacher will ensure that appropriate action is taken in the event that this policy is not complied with.

2. Diversity and Equality Legislation

We accept our responsibilities under British and European discrimination law. This includes the:

Equal Pay Act 1970

Sex Discrimination Act 1975 Race Relations Act 1976

Sex Discrimination Act 1986

Disability Discrimination Act 1995

Race Relations (Amendment) Act 2000

Employment Equality (Religion and Belief) Regulations 2003

Employment Equality (Sexual Orientation) Regulations 2003

Disability Discrimination Act 2005

Equality Act 2006 and

Employment Equality (Age) Regulations 2006

Employment Equality Sexual Orientation Religion and Belief (Amendment) Regulations 2007

We intend to meet all our responsibilities under this legislation.

3. Aims of the policy

a) To ensure that all students:

- i) Have the opportunity to benefit from the curriculum and to participate in extra curricular activities organised by the school.
- ii) Have an awareness and appreciation of the diversity of individuals within modern society.
- iii) Understand the nature of stereotyping of individuals and are not treated according to such stereotypes.
- iv) Are made aware of the meaning of prejudice and discrimination in the context of equality of opportunity.
- v) Are helped to develop positive interpersonal skills.

b) To ensure that all staff:

- i) Are selected for employment on the basis of fair judgement of their knowledge, experience, skills, abilities and aptitudes in relation to the employment needs of the school.
- ii) Have equitable treatment in relation to pay and conditions of service and are given equal consideration for any opportunities for promotion or enhancement of pay.

iii) Have equal access to development opportunities.

c) To ensure that Governors:

i) Give consideration to equal opportunities issues in their consideration of budgets, staff deployment and curriculum.

4. The Race Equality Duty

Our race equality policy reflects aims of the school. We recognize our statutory duty to eliminate racial discrimination and promote race equality and good race relations in all that we do. This policy will be an integral part of our school life. Trustees and Governors expect that **all staff** will know how to recognise and deal with racist incidents, and to challenge racial bias and stereotyping, both inside and outside the classroom. Teaching staff have a central role in promoting race equality. The effectiveness of our policies will be judged by how successfully they encourage, support and enable all students to reach their full potential; by how they ensure that all racial groups have full access to the curriculum and by how they promote race equality through teaching and learning, the curriculum and the quality of pastoral care and guidance.

Legal Requirements

a) The Race Relations Act 1976 The Race Relations (Amendment) Act 2000

The Race Relations Act 1976, as amended in 2000, places a statutory general duty on public authorities to promote race equality – to provide fair and accessible services, and to improve equal opportunities in employment. The duty states that public authorities must have due regard to the need to:

- • Eliminate unlawful racial discrimination
- • Promote equal opportunities and
- • Promote good relations between people from different racial groups

b) The Race Equality Duty

- • Since May 2002, all schools have had to meet a set of specific duties, to: Prepare and maintain a race equality policy and action plan
- • Involve appropriate and diverse stakeholders in developing the policy
- • Assess the impact of all our policies on pupils, staff and parents of different racial groups
- • Monitor by reference to their impact on such pupils, staff and parents, the operation of such policies Review the policy and action plan annually

c) How City Academy Norwich will fulfil its commitment to Race Equality

The school will fulfil its commitment to race equality by:

- • Valuing diversity and by actively promoting good inter-personal and community relationships
- • Promoting an atmosphere of mutual respect and trust among all members of the school community
- • Ensuring that all staff, students and parents are treated with respect and dignity
- • Dealing firmly, consistently and effectively with racist incidents, harassment and bullying. The school will ensure that all such incidents are recorded, investigated and reported to the LEA

- Ensuring that the curriculum incorporates the principles of race equality and promotes knowledge and understanding of, and positive attitudes towards diversity
- Ensuring access to the curriculum for all students to meet their individual needs Ensuring that teachers' planning and delivery takes account of racial and cultural diversity and the need to challenge stereotypes
- Creating learning environments where all students can contribute fully and feel valued
- Ensuring that resources in all areas of the curriculum promote an understanding of racial and cultural diversity
- Having procedures to monitor attainment and achievement by racial group in
- By monitoring and evaluating employment practices and by reporting to the LEA to allow it to fulfil its specific duty under the Act
- By working in partnership with parents and the community to develop positive attitudes to racial diversity
- Striving to ensure that membership of the governing body reflects the community it serves
- Ensuring equality of access to professional development and training for all Staff

5. The Disability Equality Scheme

City Academy Norwich is committed to taking the necessary action to remove the barriers that prevent disabled people having equality of opportunity within our school and we will promote greater knowledge and understanding of disability and encourage a positive attitude towards it.

The Disability Equality Scheme identifies our approach to ensuring that disabled people are treated equally, as required by the Disability Discrimination Act 1995.

Legal Requirements

a) Disability Discrimination Act 2005

The Disability Discrimination Act 1995 (DDA) has been amended by the Disability Discrimination Act 2005 to place a duty on all public sector organisations, including schools to:

- **Promote equality of opportunity** between disabled persons and other persons
- **Eliminate discrimination** unlawful under the Act
- **Eliminate harassment** of disabled persons that is related to their disabilities
- **Promote positive attitudes** towards disabled persons
- **Encourage participation** by disabled people in public life and
- Take steps to **take account of disabled person's disabilities**, even where that involves treating disabled persons more favourably than other persons

b) The Disability Equality Scheme

The Disability Duty requires all schools to develop a Disability Equality Scheme (DES) to explain our approach to eliminating discrimination and disadvantage experienced by disabled people.

The Disability Equality Scheme must:

- Tell people, including governors, staff, unions and students, what our responsibilities are and how we intend to meet them

- • Show how we have involved disabled people in the development and monitoring of the scheme
- • Explain how we will assess the impact of possible changes to policies and practices so that we can ensure they do not discriminate against disabled people
- Include the arrangements for gathering information in relation to employment and delivery of education
- Explain how we will use the information gathered to review the effectiveness of our action plan and in preparing subsequent Disability Equality Schemes
- Show the steps which the school will take towards fulfilling its general duty by creating an Action Plan to identify barriers faced by disabled people and take action to remove them

c) Special Educational Needs and Disability Act 2001

In addition to the Disability Discrimination Act 2005, this DES supports compliance with the special Educational Needs and Disability Act 2001. We will also take proactive steps to promote disability equality for students, employees and service users. The DES has been developed alongside our Accessibility Strategy, which seeks to ensure that there is a plan of action that will lead to a fully accessible school, within an inclusive learning environment that will enable all young people to work towards their full potential.

What is a disability?

Under the Disability Discrimination Act, a person is disabled if they have a **physical or mental impairment** (includes learning disabilities), which has a **substantial** (more than minor or trivial), and **long-term** (more than 12 months, rest of life, recurring condition) adverse effect on their ability to carry out **normal day to day activities**. However the Government's 2005 report 'Improving the Life Chances of Disabled People' identified that disability should be distinguished from impairment and ill health and defined disability as "Disadvantage experienced by an individual resulting from barriers to independent living, education, employment or other opportunities that impact on people with impairments and/or ill health (and identified that) impairments are long-term characteristics of an individual that affect their functioning and/or appearance".

6. The Gender Equality Scheme

City Academy Norwich recognises our statutory duty to eliminate unlawful sex discrimination and harassment and promote equality of opportunity between men and women. The governors expect that all staff will know how to challenge gender bias and stereotyping, both inside and outside the classroom. Teaching staff have a central role in promoting gender equality. The effectiveness of our policies will be judged by how successfully they encourage, support and enable boys and girls to reach their full potential; by how they ensure that boys and girls have full and equal access to the curriculum and by how they promote gender equality through learning and teaching, the curriculum and the quality of care and guidance.

Legal Requirements

The Equality Act 2006

The Equality Act 2006 updates the Sex Discrimination Act 1975 so that, from April 2007, all public authorities have a general duty to:

take suitable action to eliminate illegal discrimination and harassment; and promote equal opportunities for both men and women

How City Academy Norwich will fulfil its Commitment to Gender Equality

City Academy Norwich will fulfil its commitment to gender equality by:

- Promoting an atmosphere of mutual trust and respect among all members of the school community regardless of gender
- Ensuring that all staff / parents / carers, students and visitors are treated with dignity
- Challenging gender stereotypes in all aspects of school life
- Encouraging classroom and staffroom discussion of gender issues which reflect on gender stereotypes, expectations and the impact on learning
- Striving to eliminate sexual and sexist bullying and violence
- Ensuring equality of access for both boys and girls to all areas of the curriculum, to include subject choice and careers advice to meet students' individual needs
- Ensuring that the curriculum is balanced and broadly based
- Ensuring that teachers' planning and delivery takes account of gender issues and the need to challenge stereotypes
- Ensuring that resources in all areas of the curriculum promote knowledge and understanding of gender issues
- Ensuring that any particular learning needs of boys and girls are met
- Having procedures to monitor and track progress and achievement by gender in order to identify and respond to trends and patterns
- Striving to maintain equally high expectations of all students
- Monitoring student behaviour and exclusions by gender
- Using the information collected to ensure that procedures are applied fairly and equitably to All pupils, ensuring their safety and security in the School
- Developing and implementing strategies to address any gender specific examples of inappropriate behaviour
- Ensuring that all staff and governors responsible for appointing staff and reviewing staff performance and pay do not discriminate against women or men
- Taking account of the requirement to eliminate unlawful pay discrimination
- Ensuring that opportunities for professional development, career progression and promotion are free from unlawful sex discrimination
- Working in partnership with parents/carers and the wider community to develop positive attitudes to gender issues

7. Complaints

Complaints regarding race equality will be dealt with in accordance with our complaints procedures (see Complaints Policy).

Parents

Parents should address any complaints or concerns about their child in the first instance to the Form Tutor, who will inform the Progress Leader. If the complaint cannot be dealt with by the Progress Leader it will be referred to the Deputy Head or in their absence, the Headteacher.

Students

Students should address any complaints to their Form Tutor or to any member of staff. The member of staff will then follow the procedures as laid down by our referral process.

Staff

Staff should address any complaints to their line manager and to the Headteacher.

8. Implementation and Impact of Policy

We will ensure the implementation of the policy through:

- • Consultation
- • Data collection and analysis

9. Gathering and Using Information

City Academy Norwich will gather and collate information relevant to promoting equality and eliminating discrimination. We will use the information gathered to help us decide where action is most needed, how best to take action, how effective we are, and what further work needs to be done.

10. Monitoring and Evaluation

This policy will be monitored and evaluated in line with other policies and the schools self-review procedures. City Academy Norwich Board will receive and consider Equality Targets and evidence of their being achieved or otherwise annually.