



## **Equality and Diversity Policy**

**Reviewed February 2016**

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## **Equality and the law**

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and academies, and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April, 2011. It has three main elements. In carrying out its functions, Springwell Learning Community will have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

(Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils).

## **Rational**

To ensure that a student has the right to an education which is not compromised through discrimination on the grounds of race, colour, gender, background, religion or ability.

## **Aims**

- All students are of equal value and should have equal opportunities to learn and to be successful. We must develop the potential which every child possess to the full. We cannot tolerate any negative factors that would deflect us from this goal.
- Since all students are of equal value they should be treated equally, but not necessarily in precisely the same ways. Significant differences of culture, outlook, narrative and experience should be recognised and respected.
- It is important that all students should feel that they belong to Springwell Learning Community. All students should feel accepted, welcomed, able and encouraged to participate and contribute.
- Springwell Learning Community recognises that we have a powerful influence in the identification of discrimination and stereotyping be it openly or subtly demonstrated. This policy sets out to positively discourage and remove any such possibilities.
- The governors recognise that Springwell Learning Community is also a place of employment. As such equal opportunities are important for all staff (teaching and non-teaching) as well as for students. This policy implicitly respects this principle.

## **Students**

All students who are identified as requiring a place at either of our academies, irrespective of background, race, religion, colour or gender will be entitled to a place providing a vacancy exists within the year group.

No student will be disciplined on the grounds of sex, colour, race, religion or ability.

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## **Curriculum**

The curriculum should reflect;

- The nature of a pluralist society.
- The benefits of cultural diversity.
- A full recognition and acceptance of religious diversity.
- Identification and elimination of any form of disadvantage resulting from cultural, religious, gender, stereotyping or any other general disadvantage.
- Work experience/Work based learning/independent Advice and Guidance (IAG).
- No Company or organization will be permitted to select students for work based learning or work experience, or to put the academies under pressure to place children according to race, colour, religion or gender. Any such attempt will be reported to the Designated Safeguarding Lead who take the appropriate action.

## **Resources**

Resources must be carefully vetted and their use monitored to ensure they are free of any material which undermines this policy. (Any material which positively discriminates may be permitted).

## **Student Grouping Policy**

Students are not to be placed in groups according to their race, colour, culture, religion or background.

Single sex groupings may be permitted providing it has been organised on the basis of sound assessment/progression data knowledge, is carefully monitored and evaluated on a regular basis and has the full support of SLT.

## **Extra-Curricular Activities**

Opportunities for students beyond normal school hours should not bar children on the basis of colour, gender, race, religion, physical disability or general ability (other than specific sporting activities). Where cost may be a factor in deciding places on activities, every effort should be made to find supportive funding regimes.

## **Racial Harassment**

Springwell Learning Community will follow the Local Authority (LA) guidelines towards responding to incidents of a racist nature and the procedures in the Multi-Agency Panel, Racial Harassment Manual. Racist incidents will be reported to the LA on a termly basis.

## **Students with English as an Additional Language (EAL)**

Staff should consult with the SENCO, parents and the member of staff with responsibility for EAL prior to admission to ensure the admission goes smoothly. New students will be assessed on their competence in English on arrival to ensure that the right support is sourced. All EAL students should participate in all aspects of the academies.

Key stage leads should manage the integration process and ensure that mini teams, the SENCO and the SLT lead are engaged in setting suitable learning challenges, responding to diverse needs and overcoming potential barriers to learning and

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assessment. Key Stage Leads should monitor and evaluate the process regularly, in conjunction with the class teacher.

### **Children in Care**

Key Stage Leads should consult with Carer's, Borough Services Manager and the Safeguarding Team prior to admission.

The Borough Services Manager will manage the admission process, ensure that through discussion with SLT they are appropriately placed within their year group and seek to overcome any barriers to learning. Also involve the necessary agencies to support inclusion.

Progress will be monitored and evaluated regularly. Key Stage Leads in conjunction with the SENCO should contribute towards a student's PEP and have close links with student and carer's.

### **Springwell Learning Community Student Entitlement**

#### ***Staff***

- Must ensure that any incidents which contravene the principles of this entitlement are dealt with effectively.
- Should challenge racism, bigotry, stereotyping and all forms of discrimination.
- Should support students who feel they are being harassed and discriminated against.
- Should ensure students know how to make a complaint and where to obtain support.
- Should be role models for students and encourage positive role model examples for students.
- Should report progress/incidents to SLT.
- Curriculum Leads should ensure that programmes of study and resources support this policy.

#### ***Students***

- Should not discriminate against other students, visitors or any members of Springwell Learning Community.
- Should support others who have been subjected to discrimination.
- Should report to a responsible person an incident, which is discriminative.
- Should not victimize anyone who makes a report or complaint.

### **Monitoring**

This policy will be evidenced in numerous ways:

- Displays will illustrate work from all sectors of the academies.
  - All students will have full access to equipment, teacher attention and written guidance/visual aids irrespective of gender or physical ability.
  - The reward system will remain fair and not show favouritism.
  - PHSE/Citizenship programme of study.
  - Assembly themes.
  - Staff training opportunities.
  - Responses to the School Development Plan.
  - Lesson Observations.
  - Monitoring of all minority/disadvantage groups.
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## **Staff**

### ***Appointments***

Springwell Learning Community is committed to appointing outstanding staff who:

- Meet all the requirements under Safer Recruitment.
- Meets the criteria for the post.
- Has convinced the interview panel of their ability to operate in a team environment and deliver a first class service to the students.

### ***In order to achieve this***

- All vacant posts will be advertised at local, regional or national level.
- Adverts will be written in a manner which avoids stereotyped roles.
- Posts of comparable responsibility and expectations will be remunerated at the same level.
- Interview questions will not vary from candidate to candidate.
- All guidance from the Human Resources provider in relation to legal requirements on the appointment of staff, advertising and post description will be followed.
- Relevant governors will oversee the appointment process.

### ***Training and Development***

- All new staff will receive induction training on Staff Conduct, Safeguarding and "Safer Working Practice for Adults who work with Children and Young people in Education Settings"
  - All staff will receive advice and guidance and a copy of this policy.
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