



# Equality, Diversity and Inclusion Policy

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|                                  | Version 2.0                                       |
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| Website?                         | Yes   |
| Key individual                   | Joanna Mahoney<br>Senior Assistant<br>Headteacher |



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## Introduction and aims

The Archer Academy's three-fold vision is rooted in our desire to provide an outstanding, inclusive and ambitious education for local children:

- **Realising potential:** Helping students to achieve personally, socially and academically to the best of their abilities.
- **Inspiring creativity**  
Providing an enjoyable and inspirational education that encourages students to be analytical, inventive and self-motivated.
- **Engaging with our community**  
Ensuring that students respect others and value working with others for mutual benefit.

Our vision and accompanying values, encapsulated in the Archer Way, stress the belief in the importance of diverse members of the local community coming together to learn with and about each other and the wider global community. We strive to promote a culture in which all students, staff and members of the school community are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics. Issues of equality, diversity and inclusion are fundamental concerns for the school. This policy goes beyond our legal obligations in support of our vision.

**The School Development Plan:** At the Archer Academy our SDP has five Top Line Strategies, with *Equity* and *The Whole Child* as both separate focal areas and weaved throughout. This work is evolving and developing. We aim to be sector leading in our approach to Equality, Diversity and Inclusion. These Topline strategies relate to the 2022-2023 academic year, as the second year within the broader context of our Vision 2030.

- **Academic Excellence** *To ensure that every student realises their potential, building from their starting points, where they are ambitious and aspirant for themselves.*
- **The Whole Child** *To embed a culture that motivates every student to confidently seize all opportunities, and tackle every challenge, head on.*
- **Mental Health & Wellbeing** *To embed a supportive mindset that protects the emotional wellbeing of all.*
- **Equity** *To define the pathways that empower our communities to thrive.*
- **Sector Leading School** *To position ourselves as a leading-edge organisation.*

The Equality Act 2010 makes discrimination unlawful on the grounds of various “protected characteristics”: **age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation.** Discrimination under this Act can be direct or indirect and the Act also prohibits harassment and victimisation. The ways in which discrimination, harassment and victimisation might become illegal depend quite often on the type of protected characteristic.

Education is fundamental to equality of opportunity. The Archer Academy is committed to ensuring that all members – including those applying to join the school – have equality of opportunity



regardless not only of the protected characteristics, but also socioeconomic circumstances and physical appearance. We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development. The Archer Academy is committed to ensuring that all those participating in school life recognise, appreciate and respect diversity within the school and wider society.

This policy aims to inform staff, parents, students, volunteers and governors about the school's stance on the issues above and highlight the standards of behaviour expected from all individuals associated with the school. Equality, diversity and inclusion underpin all our school policies. From September 2023 we aim to start reviewing all policies with our Equality Impact Assessment template to support this. See Appendix 2.

This policy should be read in conjunction with other relevant policies, include the school Admissions Policy, Behaviour and Rewards policy, Anti-bullying Policy, e-Safety Policy, SEND Policy, School Accessibility Plan and Recruitment Policy.

## **LEGISLATION AND GUIDANCE**

The public sector 'Equality Duty', which was introduced in The Equality Act 2010, has three aims. It requires public bodies (including schools) to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

Having due regard means consciously thinking about the three aims of the Equality Duty as part of the process of decision-making. This means that consideration of equality issues must influence the decisions reached by schools – such as in how they act as employers; how they develop, evaluate and review policy; how they design, deliver and evaluate services, and how they commission and procure from others.

## **Promoting diversity and inclusion**

As a school we aim to achieve an environment in which:

- i. every student:
  - is respected and respects
  - Can be their authentic self
  - has access to a full curriculum;
  - is helped to achieve their full potential;
  - is not subject to unfair discrimination on any of the grounds mentioned above.
- ii. every member of staff and governor:
  - is respected and respects others;
  - Can be their authentic self
  - is enabled to work and develop without discrimination on any of the grounds mentioned above;



- iii. every parent and visitor to the school
- is respected and respects others;
  - is treated with courtesy and is not subjected to unfair discrimination on any of the grounds mentioned above.

To promote a culture of diversity and inclusion, the Archer Academy will:

- celebrate and affirm the diverse nature of the whole school community
- have an embedded Diversity and Inclusion staff Committee
- promote and support student societies such as Empower and Pride groups
- provide Diversity training for all stakeholders
- capture staff and student voice through surveys such as Flair's race in the community survey.
- promote understanding of and respect for others whatever their ability, race, gender, sexual orientation, appearance, age, religion, social background or beliefs
- promote greater awareness of the effects of discrimination and the need to challenge it
- ensure equality of access to the curriculum and extracurricular activities for all students
- pursue the development of a curriculum which positively reflects the diversity of our society and seeks to challenge traditional stereotypes
- provide a safe, welcoming environment where people have respect and responsibility for themselves and others, free from negative stereotypes and bullying, including peer on peer abuse.
- present positive images through assemblies, displays, school publications and resource materials.

### **Areas of the school covered by the policy**

All staff will ensure that schemes of work and assessment must be accessible to all students and that resources reflect a range of cultures, abilities and so forth. There should be a range of positive images and a range of work should be displayed.

### **The Curriculum:**

- is crucial in tackling key inequalities for students including gender stereotyping, preventing bullying and raising attainment
- each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes towards equality and diversity
- students will have opportunities to explore concepts and issues relating to identity and equality
- all steps are taken to ensure that all students have access to mainstream curriculum by considering the cultural and lifestyle backgrounds of all students, their linguistic needs and their learning styles
- provides opportunities to recognise similarities while appreciating, respecting and valuing differences across and between groups
- challenges perceptions among majority groups about special treatment of minority groups,
- ensures that the Lifelong Learning and Citizenship curriculum cover issues of equality, diversity, human rights and inclusion



- Sports lessons are inclusive and there is flexibility to allow students to partake in the sports they want to irrespective of gender
- fosters social bridging among students, workers, staff, parents, carers and families through community events
- facilitates meaningful and continuous interaction between people from all walks of life
- increases awareness about rights and responsibilities of students, their parents and carers as community members, regardless of migratory status and/or nationality

### **Teaching and Learning:**

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- ensure equality of access for all students and prepare them for life in a diverse society
- use materials that reflect diversity within society in terms of age, race, gender, ability, faith, ethnicity, social condition, cultural background and sexual orientation, without stereotyping
- develop learning materials and activities that emphasise benefits of having diverse communities, neighbourhoods, schools and groups
- promote attitudes and values that will challenge discriminatory behaviour
- use a range of sensitive teaching strategies when teaching about different cultural traditions
- develop students' awareness so that they can detect bias and challenge discrimination
- promote and celebrate the contribution of different ethnic groups to the subject matter in all subject departments, where appropriate
- seek to involve all parents in supporting their child's education
- reduce direct, indirect and institutional discrimination
- facilitate balance between leadership and teamwork among students, staff, teachers and governors
- challenge negative stereotypes and prejudices about leadership/membership
- challenge homophobic attitudes
- canvas the student voice at least once per academic year
- promote regular staff training on equality and diversity and inclusive language.

### **Home/School Communications**

All students and their families sign up to our whole school partnership. This partnership asks our families to agree to and understanding our inclusive language charter (Appendix 4).

We are currently reviewing and developing our communications with parents which should be written to be accessible in terms of language and terminology used. Where appropriate, the school makes use of translation services available within the London Borough of Barnet.

### **In addition, the school is reviewing how to foster and develop the following**

- in individuality in terms of dialects and accents, forms of speech and expression, language and birth names, including their correct pronunciation



- the cultural diversity and identity of the staff and student body
- work differentiated to reflect a range of abilities and that recognises abilities other than language skills
- an inclusive range of extra-curricular activities and cultural events that are widely publicised and celebrated
- Monitoring of rewards and sanctions for bias or unfairness.
- staff awareness of individual needs of students to provide appropriate support.
- In line with Local Councils and other professional organisations, gender inclusive language - for example staff using email signatures which include pronouns e.g. Ms D Smith (She/Her)

## **FORMS OF DISCRIMINATION**

For the purposes of this policy, discrimination is any behaviour or language that devalues a person because of their age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation, physical, social, learning or language abilities, social circumstances, or physical appearance

Examples of discrimination on these grounds include:

- Name calling and teasing
- Jokes and offensive mimicry
- Homophobic, misogynistic, sexualised or racist language, comments or inuendo
- Threats
- Incitement of others to tease, threaten or assault
- Physical intimidation or attack
- Child on Child abuse including sexual harassment or abuse
- Graffiti or damage to personal property
- Offensive materials, badges, insignia or textual communications (e.g. email, texts, etc.)
- Being non-co-operative with people because of their characteristics
- Refusal to work or associate with or employ or promote a person
- Inclusion or exclusion from activities
- Failure to provide equal access to all curricular and extracurricular activities
- Failure to consider the financial difficulties encountered by some parents in paying for equipment and uniform
- Passive discrimination

These acts of discrimination will not be tolerated in the school and if such incidents arise, then sanctions appropriate to the case will be enforced.

## **ROLES AND RESPONSIBILITIES**

### **The role of the governing board**





The governing board has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality. The governing board is responsible for ensuring that:

- the school complies with all equality's legislation
- the school's Equalities and Diversity Policy is maintained and updated regularly
- identifying a governor responsible for Equality and Diversity
- procedures and strategies related to the policy are implemented.
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- ensuring that students and parents/carers are aware of their responsibilities
- appropriate action is taken in response to incidents and cases of discrimination, in line with policy and procedures
- fair and inclusive recruitment and a diverse staff body. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
- adherence to an inclusive admissions policy that welcomes applications whatever background or disability a child may have.
- All children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to all. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.
- will regularly seek the advice of the Headteacher on this policy, monitor it, keep it up-to date, and make it available to parents upon request

The named Governor for Equality and Diversity is Ben Whittaker who is responsible for:

- monitoring the policy and liaising with the Equality and Diversity staff lead
- leading on the Equality Impact assessment process (EIA) for all policies across committees
- keeping up to date on current issues and attending relevant training
- ensuring that all who enter the school are aware of and comply with the Inclusive Language Charter and aims of the Equality, Diversity and Inclusion policy.
- Development of an inclusive recruitment policy to achieve a more diverse staff body at all levels

### **The role of the Headteacher**

It is the Headteacher's role:

- to implement the school's Equality and Diversity Policy - supported by the governing board to ensure that all staff are aware of the school policy on equality and diversity, and that teachers apply these guidelines fairly in all situations
- to ensure that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment



- to ensure that the implementation of the national pay structure, such as TLRs, is free from discrimination
- to ensure that the performance management, promotion and access to CPD are free from discrimination
- to promote the principle of equal opportunity when developing the curriculum, and promote respect for other people in all aspects of school life
- to ensure that reasonable adjustments are made to school premises and to teaching methods to enable disabled students to access the full range of educational activities
- to treat all incidents of unfair treatment and any racist incidents with due seriousness
- to ensure that the impact of policy and provision in terms of (i) the recruitment, development and retention of employees with protected characteristics; (ii) the educational opportunities available to and the achievements of students with protected characteristics is monitored and provision amended where appropriate

#### **Responsibilities of all staff**

It is the responsibility of all staff:

- to follow the policy and for follow up and/or reporting all incidents of unequal treatment as appropriate
- to model respectful attitudes to all students, staff and other members of the wider school community
- to participate in training
- to ensure that they are not in any way discriminatory in terms of use of language or delivery of the curriculum.

When selecting classroom material, teachers should pay due regard to the sensitivities of all members of the class and strive to provide material that gives positive images of all groups and that challenges stereotypical images.

#### **SPECIFIC STATEMENTS**

In the case of certain forms of discrimination, the school recognises a need for more specific statements, and these are provided in the following sections of the Policy. The lack of a specific statement regarding other forms of discrimination does not imply that the Academy is less committed to eradicating them or takes its obligations with respect to them less seriously. In future, the policy may include further Specific Statements.

#### **SPECIFIC STATEMENT ON DISABILITY EQUALITY**

##### **Disability discrimination**

Individuals are disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. The Act states that schools must make reasonable adjustments for those with disabilities and a more specific requirement for students with special educational needs.

The Archer Academy embraces the requirements of The Equality Act 2010. The school is fully committed to promoting equality of opportunity for all members of its community.



### **Statement of Principle**

Discrimination against people with disabilities takes many forms, and barriers are often created within society which make it more difficult for them to reach their full potential or to have equal access to the services they need. There are many different types of disability, many of which are not immediately apparent, and many people may not have thought of themselves as having a disability. However, these people are protected under The Equality Act 2010.

The Archer Academy will take all necessary steps to ensure that the needs of people with disabilities are considered in all areas of its activities. In doing so, we will seek the views of disabled students, staff and members of the wider school community such as parents and carers, and will take all reasonable steps to ensure that a range of services, education and employment opportunities are fully accessible to them. Where barriers to access are identified, we will take all reasonable or possible actions to overcome them.

### **Adaptations to the taught and wider curriculum**

- The support team are proactive in contacting students with disabilities (physical and learning difficulties) before they start at the Archer Academy, in order to thoroughly assess their needs and plan to support them to access the learning and social opportunities at the school as fully as possible
- Staff are kept fully informed of the needs of individual students with disabilities and plan their teaching and organise resources, including classroom space, accordingly
- Additional whole-staff training is delivered, by specialist advisors where appropriate, to support students with specific needs, e.g. those with hearing impairments or those with autistic spectrum disorders
- Students with additional needs are given support where appropriate, either in class, one-to-one or in small group lessons
- Lessons are differentiated to enable students of all abilities to access the learning, using a range of strategies.
- Support with homework is provided during lunchtimes in Quiet clubs and the Sanctuary for SEN students as well as in the after-school homework club.

### **Additional adaptations**

- Students with disabilities are provided with additional support where necessary and appropriate e.g. during lunchtime and between lessons
- A school counsellor, or equivalent, is available to selected students.

### **Adaptations to the school premises**

The accommodation at the Archer Academy will continually be adapted as fully as possible for the needs of people with mobility problems – however there are inevitably constraints on these developments.

For more details, see the School Accessibility Plan.

### **Impact assessment**

Impact assessment is carried out in three ways by:

- Monitoring the progress of disabled students and each individual's ability to access the full range of opportunities afforded by the Archer Academy;



- Direct feedback from those members of the community affected by the policy and practice e.g. staff, parents of disabled students;
- Monitoring progress against targets defined in the School Accessibility Plan.

## **SPECIFIC STATEMENT ON GENDER/SEXUAL EQUALITY**

### **Gender/Sex discrimination**

Under the Equality Act 2010, direct sex discrimination means that people cannot be treated less favourably because of their gender or sexuality.

### **Statement of principle**

The Archer Academy is fully committed to promoting equality of opportunity for all members of its community and will not tolerate active or passive discrimination of individuals linked to their gender or sexuality.

### **Success criteria**

Success will be achieved when:

- The taught curriculum is delivered in such a way as to combat discrimination and gender stereotyping
- The school ethos reinforces gender/sexual equality
- Students feel that their access to opportunities, both within school and the wider community now and later in life in terms of career and lifestyle choices are not restricted by their gender or sexuality
- There is equality of access to training and employment opportunities for all staff, irrespective of gender or sexuality
- The complexity of issues surrounding gender equality, in terms of certain genders being more or less likely to be represented in certain employment positions, is understood by the Senior Leadership Team and the staff body.

## **SPECIFIC STATEMENT ON RACE EQUALITY**

### **Race discrimination**

Race as defined in The Equality Act 2010 includes skin colour, nationality and ethnic or national origins. Discrimination in connection with provision of education on grounds of race is generally unlawful under the Act. Schools have a statutory general duty to promote race equality and eliminate unlawful racial discrimination.

The Archer Academy is fully committed to promoting equality of opportunity for all members of its community and will not tolerate discrimination of individuals linked to their race.

### **Statement of principle**

The Archer Academy is eager to promote a culture in which diversity is celebrated and in which racism is understood by all members of the community to be unacceptable. It should be accepted that every person is equally important and that no one has the right to harass, insult, attack, or cause offence to any other person for any reason. All members of the school are individuals but are also members of a community where it is possible to learn from each other and celebrate the culture and beliefs of each person.



Racism is not just about intentional attitudes or behaviour. A lack of intention does not stop the impact of racism being felt by individuals and communities. It is important to recognise that racist incidents are often complex and interrelated with other events and may involve group as well as individual behaviour. Passive racism is not challenging active racism and therefore also unacceptable.

In any circumstances, racial harassment is intolerable and must be dealt with effectively and with sensitivity.

The impact of racism in society and on individuals and communities cannot be overstated. We need as a school to directly address and counter racism because of the negative effects on all our children.

### **Priorities**

In dealing with racist incidents highest priority is given to those activities and policies that will have the greatest positive effect on preventing and reducing racism in the school community, particularly things that could affect:

- attainment
- delivery of the curriculum
- school discipline
- guidance and support for students
- staff recruitment

### **Prevention**

The Archer Academy will actively work towards the prevention of racist incidents through:

- the utilisation of the Equality and Diversity Policy
- the delivery of assemblies
- the inclusion of race issues and concerns in the delivery of the curriculum
- Student and staff voice surveys FLAIR November 2022/23 and 24
- the delivery of a curriculum which recognises the diverse communities of the school and local area

Furthermore, students are actively encouraged to report all incidents involving racism. The Stephen Lawrence Inquiry Report (1999) recommends that all racist incidents should be reported, recorded and investigated.

## **PROCEDURE TO BE FOLLOWED WHEN DEALING WITH INCIDENTS OF DISCRIMINATION (Any incident of discrimination regarding protective characteristics)**

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### *Identification*

All staff need to be aware of what constitutes an incident of discrimination. They need to know and adhere to reporting and recording procedures and understand the importance of doing so.

The procedures used to deal with each incident will be a matter of collective institutional judgment as to how each incident is treated, but in the case of most serious incidents, each of the recommended measures will need to be followed.

### *Response*

Failure to respond appropriately may be seen as condoning the incident. So, it is important that there is an active response to each incident. This means:

- recording information and being accountable for all actions
- all incidents where there is a perception that discrimination is involved must be recorded on the MIS – Class Charts/ CPOMS. All subsequent actions taken relating to the incident should also be logged on file. These records may be required by other professionals, e.g. social services, police
- as soon as possible both the alleged victim and alleged perpetrator need to be interviewed to establish the facts. It is likely that additional witness statements will be needed
- reinforcing expectations held in the school
- emphasising that the school has procedures and that there will be appropriate follow up
- staff must record all actions and ensure that notes are filed and logged on the MIS/ CPOMS
- information will be disseminated through the pastoral structure to the necessary individuals
- parent/carers will be informed of the incident and reminded of the procedures that follow
- serious incidents should be reported to Governors by the Headteacher - e.g. physical violence, repeated harassment, and links with discriminatory groups
- after investigation, if behaviour is found to be in breach of the Equality and Diversity Policy, it will be dealt with in two ways:
  1. Dealing with the actual incident using the appropriate sanctions
  2. Preventing a recurrence using educational and counselling strategies

### *Referral Routes*

Incident in a lesson - Head of Department – HOY-SLT Link - Headteacher

Incident outside a lesson - Form Tutor – HOY-SLT Link - Headteacher

Allegations made against staff involving discrimination must immediately be passed onto the Headteacher for investigation. Any allegations against the Headteacher should be addressed to the Chair of Governors to investigate. Any example of discrimination perpetrated by a member of staff will be treated as a serious disciplinary matter and will be investigated by the appropriate committee of the Governing Board.

### *Support processes*

- Treat all claims seriously
- Make certain that the victim is fully informed of the procedure and the subsequent chain of events
- Explain the action that will be taken and state the school's position regarding discriminatory behaviour
- Establish counselling and support as appropriate.

### *Monitoring events*

The Equality and Diversity lead

- keeps records of discriminatory incidents and how they are dealt with
- analyses these to identify trends/issues to be tackled through curriculum/assemblies, preventative education in Lifelong Learning and any other available mechanisms
- will collate information of all logged incidents every half term and feed back to SLT.



- Student voice opportunities
- Student and staff training
- Student societies

The school reports on this data to the Governing Board annually.

#### *Success criteria*

Success will be achieved when:

- any incidents of a discriminatory nature are reported and investigated consistently and thoroughly
- members of the school community have a shared perception of what discrimination is, and the consequences of being involved in an incident of discrimination
- procedures for dealing with racist incidents are recognised as fair and appropriate by students and their parents/carers and other agencies
- the school is an inclusive environment for all
- the number of incidents declines over time

#### **POLICY MONITORING AND REVIEW**

The main priorities regarding Equality and Diversity are decided upon each year in response to the needs of students, staff and other members of the school community. These are reviewed by the SLT and governors on an annual basis. This decision-making process requires the headteacher to report to governors on an annual basis on the effectiveness of this policy and on all cases of discrimination.

#### **DOCUMENTS USED TO SUPPORT THIS POLICY**

Equality Act 2010

Government Equalities Office (2011) Equality Act 2010: Public Sector Equality Duty What Do I Need To Know?

Stephen Lawrence Inquiry Report 1999





## APPENDIX 1. DEFINITIONS

1. 'The community' has a number of definitions including the \*school community, the location around the school and catchment areas from where we draw our students, the community of Britain, the cybercommunity and global community. We also work in collaboration with other schools in the area and further afield in partnership work. (\*Contribution to the school community is recognised by our reward system).
2. 'Protected characteristics' for the school's provisions are known as: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
3. 'Equality' is the principle of equal treatment for all people irrespective of their gender, ethnicity, disability, religious belief, sexual orientation, age, or any other recognised area of discrimination. Protection is extended to students who are pregnant or undergoing gender reassignment.
4. 'Diversity' is the acceptance that we are all different but we are all equal. Diversity focuses on valuing and celebrating the strengths in people's differences.
5. 'Community Cohesion' means to have common vision and civic pride, valued and celebrated diversity, clear rights and responsibilities, equal life chances for all and strong relations between different communities. By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.
6. 'Disabled people' includes disabled children, young people and adults, as students, staff, governors, parents and carers, and other members of the wider community that might use the school premises for leisure or other activities.
7. 'Disability' covers a broad spectrum of impairments including: cancer, diabetes, epilepsy, HIV, multiple sclerosis, hearing or sight impairments, mobility difficulties and people with mental health conditions or learning difficulties/disabilities.
8. 'Minority Ethnic' refers to all groups that are not recorded under the 'White British' ethnic group category. The full list of categories can be found
9. Child on Child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between young people, and within peer relationships (both intimate and non-intimate), friendships, and wider peer associations.

We are working closely with Diverse Educators and use their glossary of terms to support in training our school community:

<https://www.diverseeducators.co.uk/our-dei-glossary/>



## APPENDIX 2: TYPES OF DISCRIMINATION

The Equality Act 2010 explicitly forbids discrimination on the grounds of 'protected characteristics', which are defined as age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Forms of discrimination include:

- **Direct discrimination** (when a person is treated less favourably than others in the same circumstances because of their sex, sexual orientation, religion or belief, or on racial grounds)
- Indirect discrimination (when a condition or requirement is applied equally but is such that the proportion of members of one sex, racial group etc who can meet it is considerably smaller than the proportion of members of the other sex or other racial groups)
- **Harassment** (where there is unwanted conduct related to issues outlined above that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment)
- **Child on child** discrimination including harassment, harmful sexual behaviours, sexual harassment and physical abuse
- **Associative discrimination** (where an individual is directly discriminated against or harassed for their association with another individual who has a protected characteristic)
- **Perceptive discrimination** (where an individual is directly discriminated against or harassed based on a perception that they have a particular protected characteristic when they do not, in fact, have that protected characteristic.)
- **Third-party harassment** (where an employee is harassed by third parties such as staff, students, governors, parents, educational advisors, and the harassment is related to a protected characteristic)
- **Victimisation** (where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because they made or supported a complaint or raised a grievance under The Equality Act 2010, or because they are suspected of doing so)
- **Failure to make reasonable adjustments** (where a physical feature or a provision, criterion or practice puts an individual at a substantial disadvantage compared with someone who does not have that protected characteristic and there has been a failure to make reasonable adjustments to enable access)

APPENDIX 3: EQUALITY IMPACT ASSESSMENT (EIA) THIS IS A FICTIONAL EXAMPLE OF HOW IT IS USED

|                                    |  |
|------------------------------------|--|
| Name of person completing the EIA: | <u>Jane Smith</u>  |
| Role of person completing the EIA: | <u>Inclusion manager</u>   |
| Date EIA completed:                | <u>08/01/2019</u>  |
| Contributors to the EIA:           | [Provide the name and role of any person/s contributing to the EIA.] <u>Claire Wright, SENCO</u> |

| Policy or process information  |   |           |                            |            |          |
|--|---|-----------|----------------------------|------------|----------|
| Name of policy or process:   | <u>Pupil attendance policy</u>  |           |                            |            |          |
| Purpose and intended aim of the policy or process:                   | <u>To support the regular attendance of all pupils and to ensure all pupils access maximum learning opportunities</u> |           |                            |            |          |
| Who is the policy or process intended for? [Tick all that apply.]    | Pupils  | Employees | Governors/ Trustees        | Volunteers | Visitors |
|  | <u>X</u>  |           |                            |            |          |
| Status of the policy or process:                                     | New policy or process   |           | Existing policy or process |            |          |
|  |   |           | <u>X</u>                   |            |          |
| Date policy or process was last reviewed:                            | <u>18/02/2016</u>   |           |                            |            |          |
| Name of person responsible for the policy or process and its review: | <u>John Andrews, pastoral support manager</u>   |           |                            |            |          |

| Analysis                       |                 |                                |
|--------------------------------|-----------------|--------------------------------|
| Protected characteristic group | Impact analysis | Explanation of impact analysis |

|                                | Positive impact identified | Neutral impact identified | Negative impact identified |   |
|--------------------------------|----------------------------|---------------------------|----------------------------|---|
| Age:                           |                            |                           |                            |   |
| Disability:                    |                            |                           | X                          | <u>The current policy does not provide arrangements for clearly and equitably recording the attendance of pupils with a disability who may have to attend regular medical or health-related appointments that fall within the school day.</u> |
| Sex:                           |                            |                           |                            |   |
| Gender reassignment:           |                            |                           |                            |   |
| Race:                          |                            |                           |                            |   |
| Religion or belief:            |                            |                           |                            |   |
| Sexual orientation:            |                            |                           |                            |   |
| Marriage or civil partnership: |                            |                           |                            |   |
| Pregnancy and maternity:       |                            |                           |                            |   |

| Evaluation and decision making       |  |
|--------------------------------------|--|
| Consultation stakeholder engagement: | and [Include details of any consultation process or engagement with relevant stakeholders. Indicate if consultation or engagement was internal or external.] |

|   |  |
|---|--|
|   | <p><u>Pupil conference with pupils who have a disability. Parent forum with parents of pupils who have a disability.</u></p>   |
| <p>Evidence used to support the decision-making process and final decision:</p> | <p>[Provide details of any evidence used to support the final decision made, e.g. research, surveys or verbal feedback.]</p> <p><u>Research was undertaken to find best-practice examples from other schools via the local school's forum. A draft copy of the amended policy was shared with the stakeholder groups.</u></p>  |
| <p>Final decision:</p>  | <p>[Once an EIA has been completed, if indirect or direct discrimination has been identified, then there are three options to be considered:</p> <ul style="list-style-type: none"> <li>• Removal of the policy or process.</li> <li>• Adaptation of the policy or process to remove the indirect or direct discrimination.</li> <li>• Continue without action.</li> </ul> <p>Record the decision made following completion of the EIA.]</p> <p><u>Adaptation of the policy to remove the potential discrimination identified.</u></p>   |
| <p>Explanation of the final decision:</p>                                       | <p>[Provide a clear explanation for the decision reached. If the decision is made to continue with the policy or process without any action and discrimination has been identified, then the responsible body would be expected to be able to clearly justify that decision.]</p> <p><u>It was decided to adapt the policy to ensure that pupils with a disability have authorised disability-related absence recorded as such, and non-disability authorised or non-authorised attendance recorded as per all pupils. Attendance reporting to the governing board will now include anonymised disability-related attendance as separate data.</u></p> |
| <p>Monitoring arrangements:</p>   | <p>[Detail how the outcome of the EIA will be monitored, including frequency of monitoring and any required consultation or stakeholder engagement.]</p>   |

|  |   |
|--|---|
|  | <p><u>The EIA will be reviewed annually. Stakeholder engagement with pupils and parents is to be repeated to identify impact of the decision reached.</u></p> |
|--|---|

|  |   |
|--|---|
| <p><b>Arrangements for communicating the outcome of the EIA:</b></p> | <p>[Explain how the outcome of the EIA will be shared and with whom, e.g. all relevant stakeholder groups.]</p> <p><u>The EIA will be published on the equalities page of the school website.</u></p> |
|--|---|

|  |                   |
|--|-------------------|
| Date EIA ratified by the responsible body: | <u>10/02/2019</u> |
| Date of review:                            | <u>08/01/2020</u> |



## APPENDIX 4: THE ARCHER ACADEMY INCLUSIVE LANGUAGE CHARTER

### The Archer Academy Inclusive Language Charter for the whole community

At the Archer Academy we strive to have an inclusive community where diversity is celebrated, and everyone has a sense of belonging. We focus on having a respectful and equitable culture with kindness at its centre. We challenge oppressive language which reinforces stereotypes, such as those associated with gender, race, sexuality, and physical ability. We reflect on our language and any unintentional or unconscious bias that we may be reinforcing.

1: **What is insulting language?** Sexist, homophobic, racist, ableist, transphobic and any language used to disparage another person is intolerable at our school. We never make negative reference to someone's sex, sexuality, gender, race, religion, ethnicity, or ability. For example, no member of the Archer Academy community should ever: use 'gay' as an insult; the N, P or Y words (relating to race); the F word (relating to sexuality); or derogatory terminology related to Travellers in any context. There may be other words which may be intolerable based on context.

2: **Sex and Gender:** We understand that sex relates to the biological and physiological characteristics defining men, women, and gender refers to socially constructed roles, behaviours, activities, and attributes. Reinforcing stereotypes through comments such as 'be more lady like' or 'boys don't cry' are not appropriate. We respect everyone's right to be addressed by their chosen pronouns and we never deliberately misgender anyone.

5: **Modelling a better world:** All staff are expected to model appropriate language and demonstrate how to challenge, how to be an ally and how to make a stand in a non-aggressive way. We use inclusive and neutral language such as 'humanity' rather than 'mankind' and refuse to make assumptions about the gender of a professional, for example.

3: **Conducting fair discussion:** We foster open discussion where genuine curiosity can be safely and bravely explored. We discuss difference and points of view fairly and argue respectfully without insulting, stereotyping, or generalising. We challenge microaggressions such as 'but where are you actually from?' or 'doesn't your religion forbid that?' Swearing is unacceptable between students and staff and used with caution between staff.

4: **Challenging oppressive language:** We challenge all inappropriate language even if it is presented as 'a joke' or 'banter' for example 'he runs like a girl' or 'are you on your period?' Responses such as: *Our school does not tolerate sexist, racist, homophobic, ableist language* make expectations clear. Adults challenge one another as critical friends without subsequent grudge holding.

6: **Empathising:** We may ask questions to unpick a situation, while remaining clear, that prejudice is unacceptable. If someone says, 'boys don't cry', for example, the adults say, 'Why not?' and seek to explain why stereotyping is always harmful and inclusion is not.

7: **Sanctioning abusive language:** Inappropriate language is always reported and is never confidential. We say to students 'At Archer Academy we are always kind to one another, and your use of language is not acceptable'. We report abusive language between staff to our line managers, HR or the Headteacher. We are guided by our policies on Behaviour; Equality, Diversity and Inclusion, and Anti-Bullying.



**8: Putting mistakes right and apologising:** When we make mistakes, we usually give people the chance to modify our behaviour and apologise. We provide structured spaces and restorative channels of communication. Staff apologise honestly and unreservedly to one another or students when we make mistakes.

If we all follow *The Archer Way* and our school rule of *Work Hard and Be Nice* we can ensure our community is one where everyone belongs and is able to be their authentic self.