



Diversity, Equity and Inclusion Policy

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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.

We strive to promote a culture in which all members of the school community, including students, their parents and carers, and staff, are welcomed and supported to fulfil their potential, irrespective of their background or identities. Equity, diversity and inclusion should be fundamental priorities for everyone in the school community. This policy goes beyond our legal obligations in support of our vision.

We aim to be sector leading in our approach to Equity, Diversity and Inclusion and this commitment applies to all aspects of school life.

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.

Legislation and Guidance

The Equality Act 2010 protects everyone in Britain against discrimination. This is because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

There are four main types of discrimination.

Direct discrimination

This means treating one person worse than another person because of a protected characteristic. For example, a promotion comes up at work. The employer believes that people's memories get worse as they



get older so doesn't tell one of their older employees about it, because they think the employee wouldn't be able to do the job.

Indirect discrimination

This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one. For example, if we required a candidate's first language to be English, this could discriminate against candidates who speak excellent English, but who were born in a country where English wasn't their native language.

Harassment

This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment. For example, a person with Down's syndrome is visiting our school. Members of our community make derogatory and offensive comments about them, which upset and offend them.

Victimisation

This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so. For example, an employee makes a complaint of sexual harassment at work and is dismissed as a consequence.

Any form of discrimination is intolerable in our school community. All reports will be acted upon in line with our school policies.

Promoting equity, diversity and inclusion

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

- i. every student:
 - is respected and respects others
 - can be their authentic self
 - has access to a full curriculum
 - is helped to achieve their full potential
 - is not subject to 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, carer and visitor to the school
 - is respected and respects others;
 - can be their authentic self
 - is treated with courtesy and is not subjected to discrimination on any of the grounds mentioned above.

To promote a culture of 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 suitable 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 identity, sex, sexual orientation, appearance, age, religion or belief and social background
- promote greater awareness of the effects of discrimination and the need to challenge it
- ensure equitable 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 harmful stereotypes
- provide a safe, welcoming environment where people have respect and responsibility for themselves and others, free from harmful stereotypes and bullying, including child on child abuse.
- present positive images through assemblies, displays, school publications and resource materials.

Priorities

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

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

Procedure to Be Followed When Dealing with Incidents of Discrimination

(Any incident of discrimination regarding protected characteristics)

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 or the 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 equity, diversity and inclusion 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

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 Deputy Head Pastoral

- monitors 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 reported incidents of discrimination 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 equity, diversity and inclusion 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.



Appendix 1: 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 equitably. The governing board is responsible for ensuring that:

- the school complies with all relevant legislation
- the school's equalities and diversity policy is maintained and updated regularly
- identifying a governor responsible for equity 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 Equity and Diversity is Ben Whittaker who is responsible for:

- monitoring the policy and liaising with the equity diversity and inclusion staff lead
- 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 equity, 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 equity, diversity and inclusion policy - supported by the governing board to ensure that all staff are aware of the school policy on equity 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 incidents of discrimination 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 strive to provide material that gives positive images of all groups and that challenges stereotypes.



Appendix 2: The Archer Academy Inclusive Language Charter

The Archer Academy Inclusive Language Charter for the whole community

At the Archer Academy we strive to be an inclusive community where diversity is celebrated, and everyone feels 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, sex, race, religion, sexuality, neurodiversity, age, socio economic factors, and physical ability. We reflect on our language and any bias that we may be reinforcing.

1: **What is intolerable language?** Any language used to disparage another person's identity is intolerable at our school. We do not use language which creates an intimidating, hostile, degrading, humiliating or offensive environment for another member of the Archer Academy community. 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. We respect everyone's right to be addressed by their chosen pronouns and we never deliberately misgender anyone.

2: **Modelling a better world:** We are all expected to model inclusive 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 someone else's identity, for example their gender identity or sexual orientation.

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?'

4: **Challenging intolerable language:** We should challenge all intolerable language even if it is presented as 'a joke' or 'banter' for example "you're so ADHD" or "Thought you'd be paying [because you're Jewish]" or 'are you on your period?' We should challenge one another as critical friends without subsequent grudge holding.

5: **Empathising:** We may ask questions to unpick a situation, while remaining clear that prejudice is intolerable. If someone says, 'boys don't cry', for example, we can ask, 'Why not?' and seek to explain why stereotyping is always intolerable

6: **Sanctioning abusive language:** Intolerable language should always be reported. We expect that reports will be taken seriously and followed up in line with our school policies.

7: **Putting things right and apologising:** We are all committed to learning and accepting responsibility for our words. If members of the Archer Academy community use intolerable language, we usually give them the chance to modify their behaviour and apologise. We apologise sincerely to one another and expect that it will not happen again.

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.



Appendix 3: Reporting Incidents of discrimination Flow Chart

