



CROXBY PRIMARY ACADEMY



EQUALITY AND DIVERSITY POLICY

Effective Date: March 2021

Date of minuted approval by the Board of Governors:

Review Committee: Board of Directors

Review Date: March 2023

This policy should be read in conjunction with the Staff Recruitment Policy, Equal Opportunities (Staff), Disciplinary Policy (Staff), Anti-Bullying Policy and Behaviour Policy.

Rationale

We seek to be a friendly, welcoming Academy with a secure, orderly and peaceful atmosphere of respect for everybody, their belongings and the environment. In this way, everyone, irrespective of race, colour, ethnic origin, citizenship sex or sexual orientation, feels welcomed and valued.

By ensuring there is an atmosphere of discipline and order, with high standards of behaviour, we aim to create a dynamic learning environment in which learners have a desire to be educated. With an emphasis on positive achievement, learners will have the opportunity to exercise responsibility. We want learners to have a pride in their work, their appearance, and above all, in their academy.

We place a high priority on team-work both in our academy and in our partnership with parents and the local community.

Croxby is committed to tackling all forms of discrimination and promoting equality of opportunity across all areas of the academy activity in line with our academy Vision and Values, including:

- learners' achievement
- learners' behaviour and discipline
- the academy(s) curriculum
- teaching and learning
- emotional and well-being support
- staff recruitment and career development
- admissions and transfer procedures.
- awareness of relevant community, ethnicity and sexual orientation issues and religious observance in relation to learners' attendance, including provision to cover missed work.

We will

- enhance the self-esteem of all learners in an environment which provides equality of opportunity for them in a diverse society.
- ensure our curriculum and additional activities promote community cohesion
- be proactive in promoting racial equality and good race relations and tackling racial discrimination
- encourage staff in supporting and enabling all learners and staff to reach their potential.
- work in partnership with parents and the wider community to establish, promote and disseminate equality, good practice and tackle all aspects of discrimination.

- ensure that differences between people are respected and valued.
- ensure that diverse needs of learners are met in preparation for life in a diverse society.
- establish and maintain an inclusive ethos, including dietary, dress and religious festival requirements.
- ensure that the policy is followed.

Responsibilities

All staff will

- recognise that cultural background, gender, sexual orientation and ability can affect behaviour and take this into account when dealing with learners, being consistent and fair at all times in line with the adopted Behaviour Policy.
- deal with all discriminatory incidents, and be aware of how to identify and challenge bias and stereotyping
- promote racial equality and good race relations and not discriminate on racial grounds.
- keep up to date with equality legislation by attending training and information opportunities.
- use a range of methods and strategies to assess learner progress, ensuring that these methods are free of bias. Particular care will be taken to identify support needed for groups who are disadvantaged, such as travellers, asylum seekers or learners whose first language is not English. These methods of assessment will be closely monitored
- be aware of their own views and opinions and ensure they deliver a balanced view point.
- actively seek to exploit opportunities for Social, Moral, Spiritual and Cultural in all aspects of the academy life including teaching and learning situations

The Head will

- implement this policy and its related procedures and strategies.
- ensure that all staff are aware of their responsibilities and are given appropriate training and support.
- take appropriate action in any cases of discrimination against any member of the Croxby community.
- have responsibility for equality and in the first instance will deal with any issues raised by staff, parents, learners, governors or members of the local community.
- deal with any complaints raised if the policy is not followed
- record incidents on a Discriminatory Incident Report sheet, Appendix 1, and forward details to a named local authority officer as requested.

The Governors will

- receive termly updates as part of the discriminatory incident report
- ensure that the academy complies with Equality Legislation.
- ensure that the policy and its related procedures and strategies are implemented.
- attend appropriate training and avail itself of opportunities to keep up to date with equality legislation.

Procedures

Policy Planning

We will

- build in questions to assess equality into our policy development and planning processes
- use policy evaluations and auditing tools to identify specific targets for action on equality issues
- include equality targets (appendix 2).

Personal Development and Support

We will

- provide support for all children and young people, regardless of sociological, religious or ethnic difference, including Traveller learners, sex, sexual orientation or ability
- provide support for English as an Additional Language (EAL) learners and encourage them to use their home languages where possible
- provide appropriate support to victims of harassment, using the support of external agencies where necessary and available

Curriculum

We will

- ensure that our curriculum incorporates the principles of equality and the valuing of diversity
- ensure that resources and displays portray positive images of different people and cultures
- use our resources to challenge stereotypes and racism across the curriculum
- cater for the interests and abilities of all learners by showing role models and presenters from different racial and faith groups, sexual orientation groups to represent our diverse society, using a wide range of skills and experiences
- include the diversity of interests of all in the organisation of extra-curricular activities, taking account of parental concerns about religion and culture.

Partnerships with parents and the community

We will

- encourage parents from all sections of the community to develop positive attitudes to diversity
- make information accessible for parents in user-friendly language, if necessary, other than English
- make the academy's facilities accessible to all groups within the community.

Training and Development

- training will be given to staff and governors to enable them to implement and understand the policy.
- the academy will ensure that training for staff and governors addresses issues of racial equality and cultural diversity
- a discrimination incident record will be kept and an analysis of any incidents will be done termly. This information will be held on a confidential basis.
- Croxby behaviour and Anti-Bullying Policies will take account of this Policy particularly with reference to anti-racist and sexual orientation practices.
- a restorative practice approach to develop values, skills, confidence and good behaviour will be adopted when appropriate.
- multicultural awareness of staff, learners and parents will be raised through teaching

- strategies, information evenings, and bilingual support where appropriate, people in the community, the teaching of citizenship, links with other organisations, music and food.
- all parents will be informed of, and encouraged to be involved in, the life of the the academy regardless of linguistic or ethnic background.

Developing and Updating the Policy

We will

- audit current procedures and practices to ensure effective and improving procedures
- take account of how this policy links with and impacts upon other policies
- produce an action plan as part of our Improvement Plan procedures when appropriate

Harassment

We understand harassment behaviours can be any hostile or offensive act (verbal or physical) or expression by a person of one majority/minority group against a person of another minority group, or incitement to commit such an act, where there is an indication that the motivation is dislike or hatred as a result of the distinguishing minority factor.

Incidents of discriminatory behaviour may be physical or verbal, they may involve a large or small number of people and those harassed may be from either the majority or minority communities.

The following list contains some examples of discriminatory behaviour, all of which constitutes a breach of institutional regulations and should be acted upon by members of staff

- a) physical assault or the threat of it.
- b) name-calling (including derogatory comments), joke making, face pulling and gesture.
- c) any expression of prejudice or deliberate misinformation on racial or ethnic distinctions.
- d) racist or otherwise discriminatory graffiti.
- e) distributing literature with a perceived or otherwise prejudice tone.
- f) wearing badges or insignia belonging to political organisations known to promote prejudice.
- g) expressing slogans known to be associated with racist organisations.

Action to be taken by Croxby staff when dealing with all forms of harassment

1. Incidents of harassment by people attending Croxby Academy may be observed or heard by members of staff, may be reported to members of staff by either the person harassed or by other children and young people or may be directed at members of staff. Incidents will be recorded by the Head or Assistant Head on an internal Incident Form.

2. Then those harassed in such incidents are young people, they should be withdrawn from the situation. Referral should be made to the Head or Assistant Head who will investigate the incident, offer support to the harassed person, and decide whether to record the incident for

internal purposes, and advise them on the formal complaint procedure. If, after discussion, they wish to proceed with a formal complaint, it will be reported to the Head.

3. The person committing the harassment should be given a clear indication of why the behaviour is objectionable and unacceptable. However, on the first occasion (s)he should then be dealt with according to normal procedures. (S)he should though, be informed that if such behaviour recurs subsequently (s)he may be asked to leave the site.
4. If the harassment is repeated, on a subsequent occasion The Head or Assistant Head may at their discretion ask the person committing the harassment to leave the site (Fixed Term Exclusion for a child at Croxby) and send a letter to the parents outlining the nature of the harassment and confirming that the person concerned will be admitted in future only if the offensive behaviour is modified.
5. If the person who has received a written warning exhibits such behaviour on a subsequent occasion the issue of a second warning and letter is recommended and (s)he should be asked to leave the site (Fixed Term Exclusion for a learner enrolled at Croxby).
6. Anyone who is excluded in this way should be assured, both orally and by letter, that staff of the the academy will be pleased to deal with his or her case normally in future, provided that the objectionable behaviour is modified.

Note: If incidents such as the distribution of discriminatory literature occur outside the entrance to Croxby premises, the Police will be informed and asked to deal with the matter.

Incidents observed whilst working with employers, training providers, parents and others

1. Croxby has a clear responsibility to uphold the law and should, wherever appropriate, ensure that the legal position of the organisation is clearly stated.
2. When working with training providers, including work experience employers and universities, staff should ensure that they are aware of the content of the equality policy and complaints procedure of the providers. If either the staff or trainees of a provider exhibit oppressive behaviour, either the complaints procedure should be utilised, or the Head or Assistant head should be notified. Where no action appears to have been taken to deal with the harassment, the senior staff will ask for a meeting with the work experience employer or training provider lead to discuss the issue.
3. Visitors and contractors are responsible for complying with the Equality Policy. They would also be subject to the above procedures if they exhibit oppressive behaviour as above in 2.

Monitoring and Review

- The Head will be responsible for analysing data annually to monitor the achievement of learners by minority/vulnerable group.
- The Head will be responsible for analysing data annually on admissions, attendance and exclusions. Exclusions will be monitored by minority/vulnerable groups for patterns and trends.
- All information gathered will not identify individual learners.
- Data will be analysed by SLT and used to inform planning and decision making.
- The effectiveness of the equality policy will be reviewed annually by SLT and will be part of the the academy's self-evaluation procedures.
- The policy will be revised biannually in a consultative process, or earlier should legislation demand.

Appendix 1

Discriminatory Incident Report

Definition – A discriminatory incident is any incident which is perceived to be discriminatory by the complainant or any other person. Discrimination happens when someone is treated less favourable because of their race, gender, sexual orientation, age, religion/belief or disability (known as direct discrimination), or when a policy, practice or process puts someone at an unfair disadvantage (known as 'indirect discrimination').

Date of incident	
Name of the academy	

Person responsible for dealing with the incident	Job Title: Name: Tel. No.
Contact name if different from the above (person completing the form)	Job Title: Name: Tel. No.
Person reporting the incident	Complainant <input type="checkbox"/> Observer <input type="checkbox"/> Other <input type="checkbox"/>
Type of discrimination (select all that apply)	Race <input type="checkbox"/> Disability <input type="checkbox"/> Gender (including transgender) <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Faith, Religion or Belief <input type="checkbox"/> Age <input type="checkbox"/>
Location of incident (eg office, classroom, playground, corridor, street or the academy bus)	
Details of incident	(eg a pupil assaulted another pupil due to his race, a parent called a teacher a homophobic name, etc)

--	--

Complainant Details			
	Age:	18 and under <input type="checkbox"/>	19 and over <input type="checkbox"/>
	Gender:	Male <input type="checkbox"/>	Female <input type="checkbox"/>

Details of person causing the incident	
	Age:
	Gender:
	Ethnicity:
	White – British <input type="checkbox"/> White – Irish <input type="checkbox"/> White – Any other background <input type="checkbox"/> Mixed White and Black African <input type="checkbox"/> Mixed White and Black Caribbean <input type="checkbox"/> Mixed – White and Asian <input type="checkbox"/> Mixed – Any other Mixed Background <input type="checkbox"/> Asian or Asian British - Indian <input type="checkbox"/> Asian or Asian British - Pakistani <input type="checkbox"/> Asian or Asian British - Bangladeshi <input type="checkbox"/> Asian or Asian British – Any other Asian Background <input type="checkbox"/> Black or Black British – Caribbean <input type="checkbox"/> Black or Black British – African <input type="checkbox"/> Black or Black British – Any other Black Background <input type="checkbox"/> Gypsy or Traveller <input type="checkbox"/> Chinese <input type="checkbox"/> Any other Ethnic Group <input type="checkbox"/> Parent/Pupil/Staff member preferred not to say <input type="checkbox"/>
Details of the action taken:	Eg pupil spoken to and parents informed; parent has been reprimanded, etc
Outcome: (complainant/parent satisfied with outcome, if not please give further details)	Eg All incidents have been resolved in line with the academy equality and disciplinary procedures; parents behaviour has been reported to equalities and diversity team, etc

--	--

Was this incident reported to any other organisations e.g Police, True Vision? If so, please state accordingly.	
Was the complaint / parent of the complainant satisfied with the outcome? If no, please give further details	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are there any previous incidents involving the complainant? If yes, please advise how this is being addressed.	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/>
Has the person causing the incident been involved with any other discriminatory incident in the last 12 months? If yes, please advise how this is being addressed.	Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know <input type="checkbox"/>
Please confirm this incident has been dealt with in accordance with the the academy's equality policy / corporate equality policy, as applicable	Yes <input type="checkbox"/> No <input type="checkbox"/>

Appendix 1

Equality Targets

Equality Objective: ensure that all children gain the knowledge they need to prepare them for adult life, through robust academic and vocational qualifications. We will be looking in particular for evidence of attainment of children with special educational needs, and those from minority ethnic communities that are currently underachieving. We will support students to make informed choices, not limited by stereotypical thinking, by ensuring that all students get independent careers guidance to information all students of the full range of education and training options.

Equality Objective 2: strive to close the achievement gap between student who receive Free The academy Meals and Non-Free The academy Meal children. Work on narrowing the achievement gap for our children, by ensuring increased opportunities and improved outcomes. We will monitor the attainment of disadvantaged children and ensure that pupil premium priority funding will be used to directly support disadvantaged students. We will use our Admissions Policy to ensure equality of access to our academy of all boys, regardless of race, religion, ability or family background.

Equality Objective 3: help children to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children, including those who experience bullying or exclusion. We will work to prevent and challenge any and all forms of bullying. All staff will be expected to take a strong stand against all bullying – particularly prejudice-based racist, sexist and homophobic bullying. We will carefully monitor all forms of exclusion and ensure that the appropriate support is put in place for students and their families. We will also monitor the use of exclusion for different groups, including those groups with a disproportionately high rate of exclusion.