



# Holbrook Academy

## Equality Policy

July 2022

<b>Date Approved</b>	13 <sup>th</sup> July 2021
<b>Signed</b>	Louise Cullen Chair of Governors
<b>Minuted</b>	13 <sup>th</sup> July 2021

*This policy takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. It can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with students even where this is away from the Academy, for example at an activity centre or on an educational visit.*

Member of staff with responsibility for this policy.	T Maltby
Governor with responsibility for this policy.	L Cullen / Q&M Committee
Policy review date	Summer 2022
What is the purpose of this policy?	To have clear strategic response to challenging discrimination and set clear priorities for equalities action plan.
What are its headline targets? (using quantitative and qualitative measures)	To reduce number of racist and homophobic incidents by 50%.
How is this policy to be judged as successful?	A school in which everyone feels safe to be themselves.

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## 1. Statement of Intent

Holbrook Academy celebrates diversity. It is committed to promoting equality of opportunity and tackling discrimination in all its forms. The school monitors its equality policy in line with protected characteristics:

- Race
- Disability
- Sex
- Age
- Religion / belief
- Sexual orientation
- Maternity / Paternity

Each student and staff member is valued as an individual and as a member of the school community. We are committed to equal opportunities and by this we mean that all students should have access to the whole curriculum and be able to take part in school life regardless of race, culture, religion, disability, gender, sexual orientation or economic background.

## 2. Equalities Policy

This Equalities Policy is a statement of good practice at Holbrook Academy and the non-discriminatory manner in which it deals with all members of the school community.

The purpose of the document is to make a statement of principles and to establish specific areas where these principles are translated into practice. An action plan for the implementation of policy and practice is outlined as are the monitoring procedures for evaluation (Appendix 1).

## 3. A Statement of Principles

Holbrook Academy aims to provide equality of access and equality of opportunity for all students irrespective of their class or social background, race or sex, sexual orientation, ability and medical status (including HIV).

We believe that every child has the right to a challenging and stimulating education. We also believe that the curriculum itself should reflect the cultural diversity of our society as a whole, so that all students grow up with an awareness of the contribution made by other cultures to that society, even if they have not directly encountered them at school.

To promote these principles the following words make up our equal opportunities statement and are to be found in all classrooms:

*At Holbrook Academy every student matters. We believe in respecting differences and celebrating the diverse cultures and identities within our school.*

#### 4. Aims

- To ensure that all governors and staff know and understand what the policy is on equalities and follow it if discrimination is reported.
- To ensure that all students, parents and carers know and understand what the policy is and what they should do if discrimination arises.
- All members of the school community will challenge and act on all forms of discrimination that are witnessed or reported using school systems and procedures.
- All students are prepared through their school experience for life in a culturally diverse society, free from discrimination and prejudice.

#### 5. Objectives

- To ensure no person at Holbrook Academy is treated less favourably because of their **race, disability, sex, age, religion, sexual orientation or because they are pregnant or entitled to paternity leave.**
- To monitor any **homophobic or racist bullying** including this being a regular agenda item at governance meetings.
- To challenge homophobic or racist bullying so that the number of such incidents are reduced.
- **To promote positive role models from LGBT community.**
- **To promote positive role models from Black, Asian and Minority ethnic group community.**
- To ensure all staff and students are consulted regarding the contents of our equality policy and that **training** enables the school to achieve its objectives.
- To ensure the **school website** makes it clear what our policy is and how we deliver its objectives to local community.
- To **celebrate diversity** throughout our school.

#### 6. Definitions

- Discrimination: any forms of behaviour, practices or institutions which disadvantage groups or individuals on the grounds of race, culture, religion, disability, gender or sexual orientation.
- Harassment: behaviour that ridicules, degrades, demeans, humiliates or intimidates someone or some group on the grounds of their colour, nationality, ethnicity or citizenship, religious beliefs, physical or mental wellbeing, gender, gender identity or sexual orientation. It may take the form of verbal, psychological or physical harassment.
- Racial Incident: **any** incident which is perceived to be racist by the victim or any other person.
- Homophobic Incident: **any** incident which is perceived to be homophobic by the victim or any other person.

#### 7. Equality Duties Falling on Schools

##### 7.1 Race

Since the introduction of the Race Relations Act, 1976 (amended 2000), schools have to have due regard to:

- promote the elimination of unlawful racial discrimination

- promote equality of opportunity
- promote good relations between persons of different racial groups.

Our intent as a school is to ensure equality of access through a broad and balanced curriculum appropriate to needs of all learners in our community, equality of uptake to minimise effect of cultural capital and equality of outcome to ensure a just and democratic school community.

In order to meet the requirements of this duty, the school will monitor race equality on the basis of this Policy and will assess the impact on students, staff and parents/carers of different racial groups.

The Headteacher will report progress regularly to the Governing Body

## **7.2 Disability**

Since September 2002, it has been unlawful for any school to discriminate against disabled students in regard to admissions, education and associated services and exclusions. Holbrook Academy will

- publish a disability equality scheme action plan (Accessibility Plan) and involve disabled people where possible in producing these
- demonstrate actions and outcomes

The Disability Equality Duty (DED) came into force in December 2006. This was introduced to ensure the elimination of unlawful discrimination on the grounds of disability and to promote equality of opportunity for disabled people, including accessibility to buildings and publications.

In order to meet the requirements of this duty, the school will monitor disability equality on the basis of this Policy and will assess the impact on students, staff and parents/carers of with varying disabilities.

The Headteacher will report progress regularly to the Governing Body.

## **7.3 Gender including Trans-Gender and Gender Reassignment**

The Gender Equality Duty (GED) came into force in April 2007. It requires all public authorities, including schools to:

- promote gender equality of opportunity between men and women
- eliminate unlawful discrimination
- eliminate harassment.

In order to comply with this duty, the school will:

- publish a gender equality scheme and action plan and involve stakeholders in producing these. There will be a particular focus on boy's literacy and promoting aspiration in girls. The school will also respond sensitively and supportively to specific requests from students and their families in regard to school uniform for those students who identify as transgender or are addressing issues linked to gender reassignment.

- demonstrate actions and outcomes.

In order to meet the requirements of this duty, the school will monitor gender equality on the basis of this Policy and will assess the impact on students, staff and parents/carers.

The Headteacher will report progress regularly to the Governing Body.

#### **7.4 Sexual Orientation**

The Equality Act (Sexual Orientation) Regulations 2007 outlaw discrimination on the grounds of sexual orientation in the provision of goods and services. The Academy's admissions and recruitment procedures are non-discriminatory and ensure equality of opportunity. The Academy is fully committed to challenging homophobia in all contexts including educating students regarding the choice of terms they may choose to use around the school.

#### **7.5 Religion and Belief**

Parliament approved the Racial and Religious Hatred Act in 2006 and this makes it a criminal offence to use threatening words or behaviour with the intention of stirring up hatred against any group of people defined by their religious beliefs or lack of religious beliefs. Holbrook Academy will monitor all incidents of harassment alongside its monitoring of incidents of racism and bullying. We will ensure that our curriculum is non-discriminatory and includes equality of opportunity for learning about a variety of religious beliefs.

#### **7.6 Age**

The Employment Equality (Age) regulations 2006 prohibit unlawful discrimination on the grounds of age. The Academy will comply with this duty in all of its recruitment activities.

#### **7.7 Pregnancy / Maternity / Paternity**

The school adheres to national legal guidance and aspires to support all individual requests which are reasonably practical.

#### **7.8 Bullying**

The school will monitor bullying and harassment in general, and any bullying of harassment falling into any of the above categories, under its Behaviour and Anti-Bullying Policies.

### **8. Implementation**

Holbrook Academy will comply with all of the duties outlined above by monitoring and dealing effectively with incidents of harassment, by auditing the curriculum, monitoring attainment and ensuring equality of opportunity for all of its students. Every member of the school community has a part to play in ensuring that there are equal opportunities for every student. To this end, guidelines will be regularly reviewed in the following areas:

#### **8.1 Discharge of Duties to Students**

##### **Admission to the school**

In its admissions procedures, Holbrook Academy will not discriminate on grounds of ethnicity, race, faith, disability, gender or sexual orientation. This basic principle underpins the entire admissions process.

## **Pastoral arrangements**

We ensure the welfare of all in the school community by applying best practice in:

- Behaviour, including guidelines on dealing with bullying, racial/sexual harassment and abuse child protection.
- Assemblies and collective worship so that maximum respect is accorded all faiths represented in the school.

## **Resources and the learning environment**

We will convey the message of equality through:

- Displays and images
- Textbooks and materials
- Assemblies and PSHE and Life Skills

## **Curriculum access and content**

We are achieving this through:

- The development of a full and challenging curriculum.
- Developing strategies to meet the needs of all students.
- The development of resources to challenge stereotypical images and ensure a variety of resources to model positive images and show a balanced view of the diverse and multicultural society of the Academy, the local community and the wider community.
- Monitoring the progress of all students by ethnicity and provide specific support for students for whom English is an additional language.
- Monitoring of Special Educational Needs (SEN) and the development of support and appropriate access to the curriculum through the termly review of provision map.
- Monitoring data on destinations on leaving school.

We protect the educational and pastoral needs of our students by:

- Monitoring academic progress and attainment by ethnicity, religion and economic status with appropriate intervention to ensure equality of achievement.
- Providing data on language stages for our EAL students.
- Monitoring rewards, sanctions, exclusions and attendance against ethnicity and groups of learners.

## **8.2 Staff**

Holbrook Academy confirms its commitment to a comprehensive policy of equal opportunities for all staff regardless of their sex, race, ethnic or national origins, colour, marital status, sexual orientation, disability, age, class or social background. We are firmly opposed to any form of discrimination based upon these factors. All staff should have the opportunity for employment or advancement on the basis of their ability, qualifications and fitness for work.

Holbrook Academy operates a policy of equal opportunity for the recruitment selection and promotion of all its staff in conjunction with a representative from the Governing Body.

We are committed to equal opportunities in relation to:

- Recruitment complies with current legislation.
- Performance Review and Staff Development (PRSD) within Holbrook Academy will be based solely on an objective assessment of the individual's capabilities, performance and potential.
- Part time work and job sharing.

All staff have an obligation to uphold the equal opportunities policy of the Academy.

## **9. Roles and Responsibilities**

The following is a general statement of responsibilities for the implementation of this policy.

### **9.1 Governors**

Governors are responsible for:

- Ensuring that the school complies with the relevant equality legislation.
- Ensuring that the school Equality Scheme and its procedures are followed.
- Ensuring that the policy is reviewed annually.

### **9.2 Headteacher**

The Headteacher and the senior leadership team are responsible for:

- Ensuring that the school Equality Scheme and its procedures are followed.
- Ensuring that the policy is reviewed every four years.
- Ensuring that the race, disability and gender equality plans are readily available and that all members of the school community know about them.
- Ensuring that all staff know their responsibilities and receive training and support to carry these out effectively.
- Taking appropriate action in cases of harassment and discrimination to investigate all incidents of bullying, whether it is racist, homophobic, sexist or related to gender or religious beliefs.

### **9.3 Staff**

All staff are responsible for:

- Dealing with racist, homophobic and other hate-related incidents.
- Recognising and challenging bias and stereotyping.
- Promoting equal opportunities and good race relations.
- Taking up training opportunities and evaluating the impact of this training.

### **9.4 Parents, Carers and Students**

Parents, carers and students will be made aware of the Equalities Policy and will be expected to comply with the school's duties as outlined under this Policy.

### **9.5 Visitors and Contractors**

Visitors and Contractors will be made aware of their responsibility to comply with the school's safeguarding policies.



## **10. Monitoring and Reviewing**

The Headteacher and the Governing Body will review this policy annually against the Equalities Action Plan.

## **11. Breaches of the Policy**

Breaches of the policy will be dealt with in line with our commitment to meet the general duty. Staff have initial responsibility for dealing with incidents of harassment and racist incidents. The senior leadership team have responsibility for monitoring sanctions, including incidents where staff have breached the policy, as well as pupils. The Headteacher will be informed of incidents of breaches of the policy by staff, parents, visitors and contractors and the incident will be discussed in line with the school's commitment to anti-discriminatory practice.

## Appendix 1: Equalities Action Plan Updated Autumn Term 2022

- Termly monitoring of rewards and engagement aligned with protected characteristics.
- Audit of learning resources and portrayal of protected characteristics. Need to promote protected characteristics across school
- To deliver further training on unconscious bias
- To ensure there is a 50% reduction in the number of racist / homophobic incidents
- Use Student Council to address the increase in racism and homophobia. To return to those students who have been involved in previous incidents to monitor long term impact of interventions
- To promote aspiration for girls in our school. Use alumni to promote diversity. To ensure that we challenge any gender perceptions in regard to future employment
- To ensure we use assemblies and displays to mark religious festivities of all faiths.
- To monitor student destinations and align with protected characteristics; monitoring any patterns or concerns
- Student equality group to lead on assemblies
- To embed restorative approaches across the school
- To audit AR against protected characteristics