

# THE COPPICE ACADEMY

## Equality & Diversity Policy

*Developed:*

Revised:

September 2024

Review Date:

September 2025



## **Context**

Coppice Academy is part of the Shaw Education Trust, Multi Academy Trust.

The academy is a generic special academy for students with moderate to complex learning needs, autism, behaviour and emotional difficulties. All students within the academy have a Statement of Educational Needs or an Education, Health and Care Plan which details their individual needs. Staff within the academy are skilled in providing an appropriate programme of study integrated with any additional needs such as sensory; medical and physical needs.

Students will be allocated to a class based on age; ability; need and emotional needs. Each class has a teacher who has a pastoral role and they are supported by at least one teaching assistant. Where individual needs are more complex additional support would be allocated. As part of the transition process, parents and carers will be given an opportunity to meet staff who will be supporting their son or daughter.

The academy is effectively supported and monitored by the Academy Council whose members are drawn from a wide range of interests and services including the commercial sector, parents and staff. The Academy Council meets tri-annually and academy specific management boards meet termly. The Chair of the Academy council along with the Chief Executive Officer have representation on the Shaw Trust Board.

The academy is monitored by HMI Ofsted Inspectors. In house data and monitoring systems ensure we are providing a challenging education system for all students. This is shared with parents on a regular basis.

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2006
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006

## **Aims and Values**

Our academy ethos states that Coppice Academy exists to transform the lives of its students through collaboration, innovation, partnership and inclusion we are committed to the development of the whole person within a supportive, secure and creative environment. Our broad, balanced and personalised curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, colour, religion or disability. We aim to promote positive relationships with parents and carers, Academy Councillors and members of the wider community.

At Coppice Academy, our aim is to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of academy life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- provide a secure environment in which all our students can flourish and achieve
- provide a learning environment where all individuals see themselves feel a sense of belonging
- prepare our students for life in a diverse society in which they are able to see their place in the local, regional, national and international community
- include and value the contribution of all families to our understanding of equality and diversity

- provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age
- to continually improve our understanding and promotion of diversity
- to actively challenge discrimination and disadvantage
- establish inclusion as a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- share our policies and impact assessments
- collect and analyse data to ensure all groups are making expected progress and no group is subject to disadvantage
- use all available information to set suitable learning challenges for all students
- respond to the diverse needs of all students and overcome any potential barriers to learning
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- have high expectations of respectful behaviour towards peers and adults
- protect our students from the dangers of radicalisation

## **Leadership, Management and Governance**

Coppice Academy is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of academy life and the wider community encouraging
- supporting and enabling all students and staff to reach their potential and make a positive contribution working in partnership with families, the local authority (LA) and the wider community
- to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is adhered to.

### **Responsibilities:**

It is the responsibility of the Academy Council to:

- ensure that the academy complies with equality legislation
- meet requirements to publish equality schemes
- ensure that the academy policy, procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- scrutinize the recording and reporting procedures at least annually
- follow the admissions policy, which is fair and equitable in its treatment of all groups of students
- monitor attendance and take appropriate action where necessary
- promote equal opportunities in staff recruitment, professional development and membership of the Academy Council
- monitor information is provided in appropriate, accessible formats
- support in the deal of serious breaches of the policy
- be pro-active in recruiting high-quality applicants from under-represented groups

It is the responsibility of the Principal to:

- implement this policy, its strategies and procedures
- ensure that all staff receive appropriate and relevant continuous professional development
- challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying in line with LA guidance
- ensure that all visitors and contractors are aware of and comply with the equality and diversity policy of the academy
- produce an annual report on progress for the Academy Council

It is the responsibility of All Staff to:

- be vigilant in all areas of the academy and identify any type of harassment, bullying or attempt to radicalise
- deal effectively with all incidents from overt name-calling to the more subtle forms of victimization caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the culture of the academy
- promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- promote an inclusive curriculum and whole academy ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues, by attending relevant training and accessing information from appropriate sources.

#### **Breaches of the Policy:**

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Academy Council and LA as required.

#### **Policy Planning and Review**

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability, Coppice Academy are considering all aspects of diversity and equality in this comprehensive policy to be followed by a specific equality and diversity action plan in relation to access, gender and race equality as part of the ongoing development of the academy.

Policy planning and development:

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality e.g.: achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups
- Attendance and exclusion data will be reviewed to ensure no over-representation of any one group.
- Our target-setting processes ensure appropriate and aspirational targets are set in relation to identifiable groups as well as individual student cohorts.

Monitoring and Quality Assurance

- The progress of each student is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.

- Monitoring is used to rule out any potential disadvantage Quality assurance procedures ensure the academy meets its duty to positively promote diversity e.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity.