



Equalities Policy

Document Date: 1st July 2018
Version: 1

Policy Reviewed and Adopted by
Governing Body:

Date of Next Review: 30th June 2019
Responsible Officer: Business Manager: R Foxton

Introduction

Equality of opportunity at Hawes Side Academy means providing equality and excellence for all in order to promote the highest possible standards. Hawes Side Academy is committed to ensuring equality of opportunity for all members of the academy community; pupils, staff, governors, parents and carers and community members.

Under the Equality Act 2010 “schools cannot unlawfully discriminate against members of the academy community because of sex, race, disability, religion or belief and sexual orientation”.

This policy is written in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon ‘protected characteristics’ and provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships.

Definitions

Protected characteristics in respect of the pupils are:

Race
Disability
Gender
Gender reassignment
Sexual orientation
Religion or belief
Age
Pregnancy and maternity

Purpose of this policy:

The aim of this policy, through promotion of our academy mission, vision and values, is

- To prepare pupils for life in a diverse society and world.
- To meet the diverse needs of the pupils.
- To ensure that an inclusive ethos is established and maintained.
- To make Hawes Side Academy a place where everyone, irrespective of their race, colour, ethnic or national origin or citizenship, feels welcomed and valued.
- To respect and value linguistic, cultural and religious diversity in the community.
- To develop each pupil’s sense of personal and cultural identity and to encourage pupils to be confident, open to change, receptive and respectful towards other identities.
- To acknowledge the existence of prejudice, and be proactive in tackling and eliminating discrimination.
- To ensure that issues related to equality and prejudice are recognised across all areas of academy activity.
- To ensure that equality is an integral part of all planning and decision making within the academy.

Hawes Side Academy will seek to ensure that no member of the academy community receives less favorable treatment on any grounds which cannot be shown to be justified and that all members of our community are treated with dignity and respect.

Linked Documentation

This policy will be implemented in conjunction with the following other academy policies:

- Accessibility Plan
- Special Educational Needs Policy
- Behaviour Management Policy

Roles and Responsibilities

The Governing Body

It is the responsibility of the governing body to ensure the academy complies with current equality legislation and that associated policy and procedure are followed.

Principal

The Principal is responsible for ensuring

- policy and procedure are up to date with current equality legislation
- policy and procedure are made available to the academy community and
- staff are aware of their responsibilities
- relevant training is provided where necessary
- appropriate action is taken in cases where policy and procedure are not followed

Staff

It is the responsibility of all staff of the academy to comply with the academy Equalities policy and related procedures, promoting equality and modelling appropriate behaviours.

Other members of the academy community

We ask all members of the academy community to support the academy Equalities policy and related procedures, encouraging equality and diversity.

Related Procedures

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents or pupils may face in relation to their protected characteristics.

As an academy we will ensure due consideration in our planning and procedures of the following:

Race

The Race Relations Act (1976) and the Race Relations Amendment Act (2000) requires schools and academies to take appropriate steps to promote race equality, eliminate unlawful race discrimination and promote good race relations. At Hawes Side academy we recognise that we all have different experiences as a result of our ethnic and racial backgrounds.

Disability

The Disability Discrimination Act (1995 and 2005) places a positive duty on us to ensure that services provided by the academy and its premises are accessible to disabled people, that we promote disability equality, eliminate discrimination and harassment and promote positive attitudes to encourage participation. In some situations this may mean treating disabled people more favourably.

At Hawes Side Academy we recognise that reasonable adjustments may need to be made to ensure full access to the academy site, curriculum and extra-curricular activities.

Gender (including gender reassignment)

The Sex Discrimination Act (1975) and the Equality Act (2006) places a positive duty on us not to treat anyone unfairly because of their gender, this means to eliminate discrimination and promote equality of opportunity between girls and boys, men and women. At Hawes Side academy we recognise that girls and boys, men and women have different needs, we also recognise the need to ensure that the needs of both sexes and transgender people are taken into account in our services and employment.

Sexual Orientation

All public bodies have responsibilities to promote equal opportunities in employment and vocational training on the grounds of sexual orientation through the Employment Equality (Sexual Orientation) Regulations 2003. The Equality Act 2006, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services and facilities. At Hawes Side Academy we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.

Religion and Belief

The academy has responsibilities to promote equal opportunities in employment and vocational training on the grounds of religion and belief through the Employment Equality (Religion or Belief) Regulations 2003. The Equality Act 2006, extends the provision to service delivery, making it unlawful to discriminate in the provision of goods, services, facilities and public functions. This also includes lack of faith and people of no faith. At Hawes Side Academy we note that reasonable requests in relation to religious observance and practice may need to be made and complied with.

Age

The academy has responsibilities to promote equal opportunities in employment and vocational training on the grounds of age, through the Age Discrimination Act 2006 and Age Discrimination Regulations. The provisions apply to all age groups.

Pregnancy

At Hawes Side academy we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy or having recently given birth.

The principles outlined above will be applied and reflected in:

- The delivery of the academy curriculum
- The teaching and learning within the academy
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and carers
- Our contact with the wider academy community

To ensure that the principles outlined are followed at Hawes Side Academy we will ensure:

- issues surrounding equality are a regular agenda item for discussion at staff and governors meetings.
- academy staff receive access to information and training relating to equality during each academic year
- regular curriculum/organisational monitoring takes place through discussions with children and adults and scrutiny of documents
- development Plans and progress meetings focus on improving outcomes for all and ensuring progress is good for significant groups e.g. boys and girls.
- International links are developed so that pupils have the opportunity to exchange experiences with pupils from different backgrounds
- the academy has a strong Personal Development Curriculum which promotes tolerance, friendship and understanding
- academy policies are regularly reviewed and published on the academy website

Addressing prejudice and prejudice-related bullying

The academy is opposed to all forms of prejudice including, but not limited to prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately. We will follow specific procedures in dealing with Racial Incidents (Appendix 1)

Harassment and Grievance Procedures

Hawes Side Academy has procedures to resolve grievances and for the handling of complaints of harassment and bullying at work. The Governing Body is committed to investigate any such complaint and procedures will be followed carefully and promptly.

Monitoring and Review

This policy will be reviewed in July 2021 or as new legislation dictates.

Appendices

Appendix 1: Procedure for dealing with Racial Incidents

Procedure for dealing with Racial Incidents



Definition of a racist incident

A racist incident is any incident which is perceived to be racist by the victim, or any other person.

Suggested guidelines for dealing with racist behaviour

The following major steps may be taken in dealing with racist behaviour:

- Identifying Racist Behaviour.
- Dealing with the perpetrator.
- Supporting the victim.
- Dealing with the impact of racial incidents within the academy and the community.
- Monitoring.

Identifying Racist Behaviour.

Racist behaviour may be defined as any hostile or offensive act or expression by a person of one racial and ethnic origin against a person of another racial group or ethnic origin or any incitement to commit such a act in such a manner that it interferes with the peace and comfort of the aggrieved person.

Racist behaviour may be split into the following categories,

- Physical assault because of colour and/or ethnicity.
- Derogatory name-calling, insults and racist jokes.
- Racist graffiti.
- Provocative behaviour such as wearing racist badges or insignia.
- Bringing racist materials such as leaflets or magazines into the academy.
- Verbal abuse or threats.
- Incitement of others to behave in a racist way.
- Racist comments in the course of discussion in lessons.
- Ridicule of individual for cultural difference e.g. food, music, dress etc.
- Refusal to co-operate with other people because of their ethnic origins.

Dealing with the Perpetrator

All racist incidents should be dealt with no matter how trivial they may seem to be. The following general procedures may be followed in dealing with the perpetrator,

a) Physical assault.

- Report to class teacher if appropriate.
- Full report to Principal, who will then fill in a Racist Incident Report Form.
- Letter to parent/guardian.
- Take necessary action to prevent recurrence.

b) Derogatory name-calling, insults and racist jokes.

- Members of staff must not ignore any form of racist abuse in the academy
- Explain fully to the perpetrator that verbal racist abuse will not be tolerated.
- Explain why it is offensive, as child may draw no distinction between 'fatty' and a racial slur.
- Even if the person has been provoked it is not acceptable for retaliation to be racist abuse.
- Report to Senior manager who will fill in a Racist Incident Report Form and log the incident on the academy information management system. Parents will be informed.

c) Racist graffiti.

- All racist graffiti must be reported to the Principal who will fill in a Racist Incident Report Form log the incident and then arrange for the graffiti to be removed immediately.

d) Wearing racist badges or insignia.

- We will not permit the wearing of racist badges or insignia.
- The child should be reported to the Senior Management/Head as appropriate.
- A Racist Incident Report Form should be filled in and incident logged. Parents will be informed.

e) Bringing racist materials into academy.

- Racist literature should be removed.
- Child should be referred to Senior Management/Principal as appropriate.
- A Racist Incident Report Form must be completed and logged.
- Parents informed

f) Verbal abuse.

- See b.

g) Incitement of others to behave in a racist way.

- See b.

h) Racist comments in the course of discussion in lessons.

- Racist comments must not go unchallenged.
- Offenders must be referred to Senior Management/Principal as appropriate.
- Parents/guardians should be informed.
- A Racist Incident Report form should be filled in and logged.

i) Ridicule of individual for cultural differences.

- See b.

j) Refusal to co-operate with other people because of their ethnic origins.

- Explain that child should work collaboratively.
- Every child should have the right to be included in academy activities and the academy should not exclude any child on racial, cultural or linguistic grounds.
- Offenders must be referred to Senior Management/Principal as appropriate.
- A Racist Incident Report Form should be filled in.
- Parents/guardians must be informed.

Supporting the Victim.

A Victim or Victims of racist behaviour will need immediate attention from a member of staff in order to prevent the danger of shock and long-term suffering.

The member of staff addressing the issue will explain the action taken and express the attitude of the academy toward such behaviour giving the opportunity to the children to express their own concern and feelings.

In serious cases the Principal should meet parents or relations of victims to explain the action taken and to discuss the matter with them.

Dealing with the impact on the academy and community.

- Racist graffiti should be removed immediately on discovery and any damage repaired.
- Racist literature, badges and insignia should be confiscated on discovery and the reason for not allowing them explained.

- If the matter is of a serious nature all the children and staff should meet together to discuss it. Assemblies may also be used for this purpose.
- The teachers should explain any distortion of matters, through rumours promptly.
- If the incident is of a serious nature then feedback from parents and responsible members of the communities should be obtained in order to assess the impact of the incident.

RACIST INCIDENT REPORT FORM ONE

School _____

Date of Incident _____

Perpetrator

- Pupils/Pupils
- Outside Person(s) inc. Parents
- Teaching Staff
- Support Staff
- Unknown

Victim

- Pupil/Pupils
- Outside Person(s) inc. Parents
- Teaching Staff
- Support Staff
- Victimless Incident

Where Known

- | | | | |
|----------------|--------------------------|----------------|--------------------------|
| Ethnic Origin | <input type="text"/> | Ethnic Origin | <input type="text"/> |
| Sex | <input type="checkbox"/> | Sex | <input type="checkbox"/> |
| Age/Year/Group | <input type="checkbox"/> | Age/Year Group | <input type="checkbox"/> |

Nature of Incident

- Verbal Abuse
- Violence
- Provocative Behaviour
- Graffiti
- Possession/Distribution of Racial Material
- Other

Brief Description of Incident

Action Taken

Signed _____

 Print Name and Role

Date _____

Please send completed forms to:
 Ged McNally
 Education Inclusion Officer
 Educational Diversity
 24 Low Moor Road
 Blackpool
 FY2 0PG
 Tel: 01253 476443 Fax: 01253 476993
 Please retain a copy for your records and use supplementary sheets as necessary