



# Viewley Hill Academy

## Equality Policy

Approved by the Governors of Viewley Hill Academy on: 20.1.14

Date	Amendment	Signed
4.3.15	Governor review - no changes	
5.7.16	Re-written from page 4 to provide more information regarding underlying principles and how these are put into practice within school. New objectives included.	



## Introduction

Viewley Hill Academy is fully committed to offering equality of opportunity to all children and adults.

We believe that no child or adult should be discriminated against on the grounds of age, class, culture, disability, gender, language, race, religion, sexuality or special needs.

In line with the current equalities legislation (see below), Viewley Hill Academy will be proactive in promoting equality, eliminating discrimination and eliminating harassment. We will do this in our capacity as an educational provider for our pupils, an employer of staff and a service provider to parents and the public.

We aim for every child and adult at Viewley Hill to achieve the best that they can in all that they do. We encourage everyone to respect the rights of others and to celebrate the wide diversity of our society, in other words, to be tolerant and co-operative in all circumstances.

Any attitude, use of language, action or practice which assumes or implies inherent inferiority or superiority of any group will be dealt with and challenged whether it is overt and intentional, disguised yet deliberate, or unintentional. Any such action, verbal or physical, by pupils will be dealt with rigorously through counselling, staged consequences and parental involvement, where necessary. The guiding principles are for children to understand, take responsibility for, repair damage from and learn from their mistakes/decisions. Any incidents of racism and/or bullying are recorded and reported to governors on a regular basis. Adults are expected to behave in a positive and appropriate manner; failure to do so may result in disciplinary action.

We welcome and actively seek contributions from members of the community including visits, special events, visitors, celebrations and assemblies. We also consult with parents, pupils and governors on how we can improve our provision.

## Legal Duties

As an academy we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the following groups: age (for employees not for service provision); disability; race; sex (including issues of transgender); gender reassignment; maternity and pregnancy; religion and belief; sexual orientation; marriage and civil partnership (for employees).

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- publish equality information – to demonstrate compliance with the general duty across its functions  
**(we will not publish any information that can specifically identify any child)**
- prepare and publish equality objectives

## Principles

To fulfil our legal obligations, we are guided by a number of principles:

### 1. All pupils, families and staff are of equal value

We see all current and potential pupils, parents and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

### 2. We recognise and respect difference

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:

- Disability – we note that reasonable adjustments may need to be made
- Gender (including transgender) – we recognise that girls and boys, men and women have different needs
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds
- Age – we value the diversity in age of staff and parents
- Sexual orientation – 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
- Marital status – we recognise that our staff and parents may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have
- Pregnancy and maternity – we believe that our staff and parents should not experience any unfair disadvantage as a result of pregnancy or having recently given birth

### 3. We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

### 4. We observe good equalities practice in relation to staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and

consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

#### **5. We aim to reduce and remove inequalities and barriers that already exist**

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

#### **6. We consult and involve, ensuring views are heard**

In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed at school council; for parents, this will be through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

#### **7. We aim to foster greater community cohesion**

We intend that our policies, activities and curriculum offer foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

#### **8. We base our practices on sound evidence**

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

#### **9. We set ourselves specific and measurable equality objectives**

We develop and publish specific and measurable objectives every four years. The objectives take into account both national and school level priorities and are informed by sound analysis and evaluation of school performance.

### **Application of the principles within the equality duty:**

The principles outlined above will be applied and reflected in:

- The delivery of the school curriculum
- The teaching and learning within the school
- 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
- Our contact with the wider school community

## Addressing prejudice and prejudice-related bullying

The school 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.

## Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that related policies, procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The headteacher is responsible for implementation of the equality duty, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

## Equality Objectives September 2016

### Our Equality Objectives for the next four years:

What	Why	How	Who
<i>To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities with particular reference to issues of equality and diversity</i>	Context is mono cultural, white British; limited opportunities for children to experience other cultures or ethnicities. Children's responses in curriculum lessons (e.g. RE, PSHE) indicate poor awareness and understanding of communities beyond their own.	<ul style="list-style-type: none"> <li>• Termly Around the World Days – learn about another country in the world</li> <li>• Enhanced PSHE curriculum (Sept 2016) 'Curriculum for Life'(C4L)that will provide greater opportunities for children to engage with wider community</li> <li>• Source real life experiences for children to learn about and experience different cultures and ethnicities</li> </ul>	<p>All staff</p> <p>All Staff</p> <p>All staff</p> <p><b>Lead teacher: L Dowson – PSHE Leader</b></p>
<i>To reduce the incidence of poor behaviour and attitudes based on prejudice related hostility</i>	CPOMS indicates 15 incidents of bullying, 3 homophobic and 5 racial incidents recorded since October 2014. We aim to reduce this number.	<ul style="list-style-type: none"> <li>• Whole school Values based assembly themes</li> <li>• PSHE lessons and C4L</li> <li>• Specific focus on upper KS2</li> </ul>	<p>All staff</p> <p><b>Lead teacher: C Scaife - AHT Pastoral Care</b></p>
<i>Ensure that there is effective monitoring of progress and attendance for trends of all children with any protected characteristic.</i>	Robust systems must identify any vulnerable learners quickly in order for appropriate action to be taken. Children can have multiple vulnerabilities e.g. SEN/gender/FSM	<ul style="list-style-type: none"> <li>• Half termly data tracking and pupil progress meetings</li> <li>• Daily register checks and half termly attendance monitoring.</li> </ul>	<p><b>DHT &amp; HT</b></p> <p><b>PSA and LA AO</b></p>