



Academy  
**Oldbury**

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**National and local guidance in relation to the Covid 19 pandemic may over rule aspects of this policy.**

# Equality Policy

**STATUS:                      APPROVED**

**REVIEW DATE:        September 2023**

*“The Academy believes that inclusive practice is central to developing quality teaching and learning. As such we endeavour to provide a supportive framework that responds to pupils’ needs and overcomes potential barriers for individuals and groups of pupils and to ensure that pupils of all abilities and needs are fully included in the life of the school. The ethos of this statement underpins all Oldbury Academy’s policies.”*

## **EQUALITY POLICY**

### **INTRODUCTION**

Oldbury Academy seeks to develop an educational environment in which there is recognition of the positive benefits and opportunities afforded by living in a diverse society.

Oldbury Academy welcomes its duties under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and those who do not share it

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Positive action will be taken against all forms of discrimination through words, attitude or conduct.

The purpose of this policy is to provide guidance about equal opportunities and to uphold equality and diversity.

This policy is designed to ensure that no student, staff member, visitor, or potential student or staff member receives less favourable treatment because of discrimination. The school upholds the Equality Act 2010, and is committed to promoting measures that eliminate all forms of unlawful or unfair discrimination on the basis of the 'protected characteristics' of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race, religion or belief
- Sex
- Sexual orientation

The School values all students, members of staff and visitors and is committed to ensuring that individuals are treated fairly, with mutual respect and dignity, and that decisions are based solely on objective factors.

The School recognises that all forms of discrimination are unacceptable and we are committed to a policy of equal opportunities and a 'zero tolerance' approach to discrimination. This approach applies to the way that students, staff and visitors behave towards each other.

**Equal Opportunity:** Equal Opportunity is a stipulation that all people should be treated similarly, unconstrained by artificial prejudices or preferences except when it can be explicitly justifiable.

**Discrimination:** Discrimination is the unjust or prejudicial treatment of somebody on the grounds of a 'protected characteristic'. Discrimination happens as a result of prejudice, misconceptions and stereotyping. There are seven types of discrimination protected by the *Equality Act 2010*. (Appendix 1)

## **Aims**

**The School aims to ensure that:**

- There is an awareness that a successful community relies on all its members and that we all depend on one another
- Self-esteem is promoted
- All individuals are respected and valued and are enabled to fulfil their potential and that all pupils have equal access to the curriculum
- All staff are aware of the need for the curriculum both to reflect and where possible, to make use of diversity and to prepare pupils for life in a pluralist society
- An atmosphere is created which recognises the validity of all cultures, fostering positive attitudes towards all
- Positive action is taken against all forms of inequality

## **School Environment and Ethos**

- A climate of mutual respect should be encouraged and discourteous and inconsiderate behaviour will not be tolerated
- Care should be taken not to stereotype when allocating tasks to staff or pupils
- Display materials and resources should reflect positively on a wide range of cultural, religious and racial backgrounds, disability and gender issues.
- Opportunities should be sought to celebrate differing cultural and religious festivals
- Care should be exercised in the pronunciation and spelling of names
- Clubs and extra-curricular activities should be organised in such a way as to encourage all pupils

- Staff planning journeys should ensure that adequate provision is made for specific cultural, religious or dietary requirements. No pupil will be excluded, either directly or indirectly, because of a lack of suitable provision
- Assemblies should allow the participation of all pupils
- The school canteen should provide for the dietary requirements of different groups. We will work closely with our catering providers to ensure this.
- A clear and supportive system, made known to all, should be available through which concerns may be voiced regarding discriminatory behaviour and attitudes
- Reasonable steps should be taken to meet the needs of people with disabilities in terms of accessing the school environment and particularly when new building work is undertaken or other changes made

## **Curriculum**

- The curriculum should reflect our multi-racial and diverse society and content and delivery meeting the needs of all pupils
- Resources should reflect and support ethnic, cultural and religious diversity
- The curriculum should include work which raises a positive awareness of equality and equal opportunities
- Grouping policies should have a clear educational rationale and be flexible
- Care should be taken to ensure that girls and boys receive equal attention from the teacher and that they are encouraged to collaborate and interact
- Seating arrangements should facilitate equal participation of all pupils
- Inclusive language should be used where possible and discriminatory language, images and behaviour must not be used
- Individuals or groups of pupils should not be allowed to dominate at the expense of others
- Teaching methods which encourage and involve all pupils should be used
- All staff should be aware that their expectations influence achievement and to be prepared to address the issues which this raises
- Care should be taken to recognise content as well as presentation when assessing pupils' work

## DUTIES

It is the responsibility of senior staff to:

- Ensure that they are aware of the purpose and consequent requirements of this policy and have received appropriate training to uphold these values.
- Ensure all disciplinary issues or grievances are dealt with equality, consistency and are not-discriminatory
- Responsible for ensuring complaints are dealt with seriously and sensitively without being discriminatory.

It is the responsibility of all staff and governors to:

- Co-operate with this policy and embed it into everyday policy, procedure, and practice
- Ensure all discriminatory acts or practices are brought to the attention of the Pastoral Care team in the first instance.
- Ensure all staff challenge unequal treatment and discriminatory behaviour and language at all levels of school life and recording racist, sexist or anti-disability incidents
- Ensure teachers monitor their own daily lessons and strategies; challenging stereotyping and discriminatory behaviour and language and recording discriminatory incidents
- Ensure subject and year co-ordinators monitor overall provision and supporting staff in fulfilling all aspects of this policy
- Ensure the senior leader in charge of equal opportunities and senior leadership review the policy as part of the school's improvement plan, maintaining records, developmental planning and in supporting pupils and staff
- Ensure the governors receive annual reports on progress
- Not harass or intimidate others.
- Not discriminate in the process of teaching, disciplining students or colleague relations.
- Ensure that students or staff are not victimised for raising alleged complaints or grievances.
- Ensure that the school provides equal access for all parents
- Ensure Staff recruitment and promotion adheres to the Equal Opportunities Policy
- Governors should provide a link governor for Equal Opportunities through whom they will be fully involved in the discussion, implementation and monitoring of this policy
- All governors and staff are encouraged to take Equal Opportunities training
- Governors should actively encourage the recruitment and retention of members reflecting the wider diverse community of the school

## **Community Links**

- The school will endeavour actively to encourage links with all sections of the community
- All outside agencies in contact with the school can access the policy through the School website and are encouraged to put its recommendations into practice.

## **COMPLIANCE**

- Regular monitoring of equal opportunities is essential to the thorough review of the effectiveness of the implementation of this policy and on-going good practice.
- The SLT will monitor all grievances, disciplinary action, capability issues and allegations of harassment or bullying for students and staff. This is shared with the Governing Body.
- Regular monitoring of attendance records; grouping policies; examination results; incidents log sheets recording discriminatory behaviour
- Surveys and questionnaires of parents and pupils
- Personnel on interview panels should have up to date safer recruitment training to include equal opportunities
- All teaching and non-teaching staff will receive a copy of the policy.

## APPENDIX 1

Definitions of 'protected characteristics' under the *Equality Act 2010*:

**Age** Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds). In terms of service usage, protection will start from April 2012 but only for those over 18 years of age.

**Disability** A person has a disability if s/he has a physical or mental impairment, which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Conditions covered include cancer and HIV.

**Gender reassignment** The process of transitioning from one gender to another. There is no longer a requirement for medical supervision.

**Marriage and civil partnership** Marriage is defined as a 'union between two people'. A civil partnership is a legally recognised relationship between two people that offers many of the same benefits as marriage. Civil partners must be treated the same as married couples on a wide range of legal matters.

**Pregnancy and maternity** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

**Race** This refers to the 'protected characteristic' of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

**Religion and belief** Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

**Sex** A man or a woman.

**Sexual orientation** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

## APPENDIX 2

Examples of specific issues on incidents involving discriminatory (racist, sexist and anti-disability) attitudes, behaviour and language (for all staff and students):

- Discriminatory attitudes, language and behaviour will be challenged
- Discriminatory incidents will be recorded
- Students suffering discriminatory abuse will be supported by staff
- Discriminatory graffiti will be reported to the Head teacher and removed immediately
- Wearing discriminatory badges or other insignia is forbidden
- Discriminatory materials – all literature removed. Tutor, Year Coordinator, SLT and parent will be informed
- Challenging, recording and reporting also apply to the use of e-mail for abuse and/or the Internet for undesirable sites

This is not an exhaustive list.

## **Appendix 3 Steps to be taken where incidents contravene the policy - SYSTEM OF REPORTING**

### **Student - student**

Students should become able to discriminate between welcome and unwelcome comments and may need to be taught how to make it clear to others when they find comments unwelcome.

**In class** – teacher to tackle; refer to HOF/ HOY.

Discriminatory incidents should be logged.

**In grounds** – student to report to tutor who may refer to HOY.

Year Coordinator may wish to report a matter to SLT member.

### **Student – teacher / non-teaching staff**

Member of staff needs to challenge and to log incident and refer to SLT.

### **Teacher / non-teaching staff - student**

Staff have a professional responsibility to set a good example of appropriate behaviour. Students have a right to make a complaint through their parents.

### **Staff**

Staff should be aware that racist, sexist, anti-disabilities or ageist comments are not wanted. SLT should be involved. Staff unions may also be involved.

### **References**

<http://homeoffice.gov.uk/equalities/equality-act>

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)