

THE ASTLEY COOPER SCHOOL



EQUALITY AND DIVERSITY POLICY

January 2018

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Introduction

The Astley Cooper School values the individuality of all. The school will not tolerate direct or indirect discrimination, harassment or victimisation of prospective pupils, pupils currently attending the school or former pupils, parents, carers or employees. Furthermore, the school is committed to promoting race and disability equality and to taking positive action, making reasonable adjustments where necessary, to tackle disadvantage and discrimination.

General Duty

We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementations. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

The Equality Act 2010

The Equality Act 2010 brings together all existing equality legislation and covers both employees and students. We welcome our duties under the Equality Act 2010 as:

- eliminating discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender and of maternity and pregnancy), religion, belief, and sexual identity

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value

Principle 2: We recognise and respect difference

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

Principle 4: We observe good equalities practice in staff recruitment, retention and development

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

Principle 6: We consult and involve widely

Principle 7: Society as a whole will benefit

Principle 8: We base our policies and practices on sound advice

Principle 9: Measurable objectives

In addition, we keep each curriculum subject or area under review to ensure that teaching and learning reflect the principles set out above. We ensure that the principles above apply to the full range of our policies and practices.

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above. We keep a record of incidents involving prejudice and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. The school's Behaviour Policy is regularly reviewed, involving all stakeholders.

We ensure that the content of this policy is known to all staff and governors and, is available, to all students and their parents/carers.

Guiding principles

In fulfilling the aims cited above and our legal obligations, we are guided by nine principles:

1: All members of the school and the wider community are of equal value

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or socio-economic circumstances
- whatever their gender and sexual orientation
- whatever their age

2: We recognise and respect diversity

Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences in life-experience, outlook and background and in the kinds of barrier and disadvantage that people may face in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experience of prejudice are recognised
- gender and sexual orientation, so that the different needs and experiences of girls and boys, men and women are recognised
- age

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 towards disabled people, good relations between disabled and non-disabled people and an absence of harassment of disabled people

- positive interaction, good relations and dialogue between different groups and communities and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between the genders, and an absence of sexual harassment.

4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures benefit all employees and potential employees:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity

5: We aim to reduce and remove inequalities and barriers that already exist

We take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- the genders

6: We consult and involve widely

We consult and involve:

- disabled as well as non-disabled people
- people from a wide range of ethnic, cultural and religious backgrounds
- women and men, boys and girls
- people of all sexual orientations

7: We feel that the community as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life of all individuals.

8: We base our policies and practices on sound evidence

9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted and the evidence we have collected.

Relationship to other policies

We ensure that these principles apply to the full range of our policies and practices, including those concerned with:

- students' progress, attainment and assessment
- students' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour discipline and exclusions
- working in partnership with parents and carers
- working with the wider community

Roles and responsibilities

The **Governing Body** will:

- ensure that the school complies with the legislation
- ensure that this policy and its related procedures and action plans are implemented

The **Head Teacher** will:

- ensure that the policy is implemented
- ensure that all staff are aware of their responsibilities and are given appropriate training and support to take appropriate action in any cases of unlawful discrimination

All **Staff** are expected to:

- promote an inclusive and collaborative ethos in the classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles above
- support students in their class for whom English is an additional language
- keep up to date with equalities legislation relevant to their work

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

We collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin, national status and gender.

Date ratified by Governing Body: January 2018

Date for review: October 2021