

	<p style="text-align: center;"><b>EQUALITIES AND DIVERSITY POLICY</b></p> <p style="text-align: center;"><b>For: All Staff, Volunteers, Contractors and Governors</b></p> <p style="text-align: center;"><b>City of London Academies Trust – Southwark Schools</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
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<b>Policy owner (SLT)</b>	<b>Director of Finance and Operations</b>
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## **1. Policy Statement**

City of London Academy (Southwark), Redriff Primary School and Galleywall Primary School form the Southwark Hub of the City of London Academies Trust ('Southwark schools').

The Southwark schools are fully inclusive schools, where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person, within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential, regardless of age, sex, race, colour, religion or disability. We endeavour to promote positive relationships with parents, governors and members of the wider community.

Within the Southwark schools, we aim to tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement within our schools. We take our contribution towards community cohesion seriously.

## **2. Equality Act 2010**

This policy is drawn up in consideration of the Equality Act 2010, which protects individuals from discrimination and harassment based upon 'protected characteristics'.

The protected characteristics in respect of the pupils are:

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

This protection from discrimination applies in a number of ways:

- **Direct Discrimination:** Where someone is treated less favourably because they have a protected characteristic.
- **Discrimination by Association:** Where someone is treated less favourably because of their connection with a person with a protected characteristic.
- **Discrimination by Perception:** Where someone is treated less favourably because it is perceived that they have a protected characteristic.
- **Indirect Discrimination:** Where the application of a criterion or practice puts those sharing a protected characteristic at a particular disadvantage.

The Act also provides protection from:

- **Harassment (related to a relevant protected characteristic):** Harassment is defined as behaviour that subjects a person to unwanted conduct, which has the purpose, or effect, of violating their dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

- Victimisation: This occurs when a person is treated unfavourably because they have made, or supported, a complaint under the Equality Act, or because they are suspected of doing so.

### **3. Aims and Values**

Equality of opportunity at the Southwark schools means promoting the highest possible standards and providing equality and excellence for all. Equality of opportunity applies to all members of the school community; pupils, staff, governors, parents and carers and community members.

The core values and ethos of the Equality Policy are:

- To make the Southwark schools 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 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 schools
- 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 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.

The schools will annually review how well we achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender reassignment, age, pregnancy and maternity, marital status, religion and belief and sexual orientation).

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share our policies with the whole community
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- Use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning
- Develop a broad, balanced and appropriate curriculum which provides equality and the holistic development for all pupils, to maximise their potential regardless of their protected characteristic
- Ensure that the wider academy curriculum makes explicit and implicit provision to promote and celebrate diversity
- Have high expectations of behaviour which demonstrates respect to others
- Plan systematically to improve our understanding and promotion of diversity
- Ensuring the active promotion of equality with all staff appointments, promotions and selection for training and development made on the basis of merit and ability and in compliance with the

law, ensuring where possible that the staffing of the schools reflects the diversity of our community.

We recognise that the public-sector equality duty has three aims and they are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
2. Advance equality of opportunity between people who share a protected characteristic and those who do not
3. Foster good relations between people who have a shared characteristic and those who do not.
4. **Monitoring outcomes**

We aim to:

- Narrow the gap in levels of attainment between different groups, if they occur
- Reduce differences in rates of exclusion between different groups
- Measure how issues linked to race, gender and other equality groups are being addressed within the curriculum
- Ensure that all incidents are monitored and reported accordingly.

5 **Procedures for promoting equality and diversity, and countering all forms of discrimination**

At the Southwark schools we:

1. Welcome and promote cultural diversity, race and gender equality, and counter any forms of stereotyping, through our curriculum, our displays, our assemblies and our interrelationships. The humanities, drama and English subject areas play a key role in the promotion of equalities issues through the curriculum, including raising awareness of bias, stereotyping, scapegoating and by promoting justice and equality
2. Respect and promote the dialects, accents and home languages of the community, within the classroom and around our schools
3. Ensure that, wherever possible, communication with pupils' families is available in the appropriate languages
4. Ensure that the school rules, regulations and organisation are sensitive to, and show respect for, diverse cultural practice e.g. religion, dress, diet, festivals
5. Liaise with parents and carers in order to ensure the effective implementation of this policy
6. Ensure that we are consistent, sensitive and fair in the treatment of pupils as individuals, when using praise and when using criticism
7. Ensure that, where possible, religious days or cultural festivals linking to promoting equality and diversity are recognised via displays, assemblies and academy events and initiatives
8. Refuse to accept stereotyping language when talking to pupils, parents and colleagues (this standard applies to all letters and publications sent out by the schools)
9. Purchase and display books, which portray positive and non-stereotypical images
10. Enable pupils who are victims of discriminatory behaviour to have access to support from a student support officer or home-school liaison worker
11. Encourage teachers to give time and attention fairly to all pupils
12. Employ strategies, which encourage pupils to enjoy working and playing together

13. Ensure that disabled pupils are not treated less favourably for reasons relating to their disability, and we take every possible measure to ensure that disabled pupils are not disadvantaged, in comparison to their non-disabled peers
14. Highlight our policy, wherever possible, with adults who visit our schools e.g. pre-visits, work experience, link courses etc.
15. Keep up-to-date records of the ethnicity and gender of the workforce, aiming to reflect the diversity of the student population and to ensure that there are no discriminatory practices in our appointments procedures
16. Ensure that any staff members who are victims of discriminatory behaviour have access to support from a senior member of staff
17. Ensure that training on inclusion/equal opportunities takes place for all staff, through school-based activities, as well as external courses
18. Ensure PE have clear systems in place to ensure that no discriminatory factors exists between girls PE and boys PE
19. Ensure that opportunities exist to promote positive gender models e.g. International Women's Day
20. Keep the staff and governing body regularly informed of behaviour that runs counter to this policy, including data on exclusions and internal discipline and incidents of inappropriate behaviour.

## **5 Responsibilities**

### The Governing Body

With the Head Teacher/Principal, it is the Local Governing Body's responsibility to:

- Ensure that all school policies reflect a commitment to equal opportunities
- Ensure that the schools comply with equality legislation
- Ensure that the schools' Equality Policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- Scrutinize the recording and reporting procedures annually
- Follow the Local Authority's admissions policy, which is fair and equitable in its treatment of all groups
- Monitor attendance and take appropriate action where necessary
- Have equal opportunities in staff recruitment and professional development and membership of the Local Governing Body
- Be involved in dealing with serious breaches of the policy
- Be proactive in recruiting high-quality applicants from under-represented groups.

### The Principal and Senior Leadership Team

It is the responsibility of the Principal/Headteachers and Senior Leadership teams to ensure that:

1. A clear ethos is set, which reflects the commitment to equality for all members of the schools' community
2. All leaders promote positive and proactive approaches to valuing and respecting diversity
3. The policy and its strategies and procedures are implemented and adhered to by staff
4. Staff receive appropriate and relevant continuous professional development

5. Teaching and curriculum development are monitored to ensure high expectations of pupils and appropriate breadth of content in relation to the schools and the wider community
6. The schools actively challenge and take appropriate action in any cases of discriminatory practice
7. The schools deal effectively with any reported incidents of harassment or bullying in line with Local Authority guidance as appropriate
8. They produce a report on progress for governors annually.

### All Staff

It is the responsibility of all staff to:

- Be vigilant in all areas of the schools for any type of harassment and bullying
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- Identify and challenge bias and stereotyping within the curriculum and in the schools' culture
- Promote equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation
- Promote an inclusive curriculum and whole school 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.

### **6 Engagement and extended services**

In the Southwark schools, we are proud to acknowledge that:

- We have good links with other schools and academies, locally and regionally
- Teachers have links with other academies and promote good role models when interacting with staff from other schools, through a range of activities
- Learners have a strong voice and opportunities to take responsibility through our Student Voice projects
- We engage parents through a range of activities, consultation evenings and focus groups
- We have strong links with external agencies including social services, the health service and police
- We work with multi- agency working voluntary agencies and the private sector and build networks and partnerships between services to encourage joint thinking and sharing of skills
- We do outreach work via family support team including preventative work and crisis intervention, satellite groups, home visits and needs-led support
- There is relevant signposting to other agencies in the community around the schools.

### **7 Monitoring and Quality Assurance**

- Each student's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the schools meet their duty to positively promote diversity (e.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity)

- The data collected is used to inform further school planning, target-setting and decision-making.

## **8 Curriculum**

- The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:
  - Boys and girls
  - Pupils learning English as an additional language
  - Pupils from ethnic minority groups
  - Pupils who are looked after by the Local Authority
  - Pupils who are at risk of disaffection and exclusion
- Wherever possible, the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all pupils
- The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes
- Extracurricular activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

## **9 Teaching and Learning**

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we will ensure that:

- All pupils have access to a curriculum that attempts to best meet individual needs, subject to normal timetabling and resource restrictions
- Teaching is responsive to pupils' different learning styles and takes into account of pupils' cultural backgrounds and linguistic needs
- Teachers take positive steps to include all groups or individuals
- Teachers encourage classroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning
- Teachers make their classrooms is inclusive environments in which pupils feel all their contributions are valued
- Teachers take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Pupil grouping in the classroom is planned and varied. Allocations to teaching groups are kept under regular review
- Teachers recognise the importance of displays and resources as a way of communicating with all school users and ensure they represent, promote, inform, support and celebrate all sections of the academy and wider community without bias, discrimination or stereotyping
- Teachers provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures
- Teachers seek to involve all parents in supporting their child's education.

## **10 Assessment, Pupil Achievement and Progress**

We will use assessment and monitoring of pupil achievement to ensure that, where possible, outstanding progress is made by all pupils. To do this, we will ensure that:

- All pupils have the opportunity to achieve to their highest standards. The Southwark schools ensure that assessment is free of gender, cultural and social bias, and that assessment methods are robust
- The monitoring and analysing of pupil performance by gender, ethnicity and background enables the identification of groups of pupils where there are patterns of underachievement. The Southwark schools ensure that action is taken to counter this
- Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The Southwark schools recognise all forms of achievement, however small
- All pupils have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future planning
- Staff use a range of methods and strategies to assess pupils' progress.

## **11 Behaviour, Positive Support and Exclusions**

- The Southwark schools expect high standards of behaviour from all pupils
- There are strategies to reintegrate long-term absentees should this arise
- The schools' procedures for supporting pupils and managing behaviour are fair and applied equally to all.
- It is recognised that cultural background may affect behaviour. The schools take this into account when dealing with incidents of non-compliant or unacceptable behaviour
- All staff are trained to consistently use systems of rewards, including the positive use of praise
- Pupils, (those who are able) staff, parents and carers, are aware of the procedures for dealing with harassment. They know that any language which is potentially damaging to any minority group is always unacceptable
- Behaviour, which does not reflect equal opportunities, is unacceptable at all times and will be dealt with accordingly.

## **12 Personal Development and Pastoral Care**

- The Southwark schools provide appropriate support for pupils learning English as an additional language
- Pastoral support takes account of religious and ethnic differences and the experiences and needs of refugee and asylum-seeker children
- All pupils are provided with appropriate post 16 advice and guidance which encourages them to consider the full range of options
- Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate
- The curriculum and pastoral systems promote and reinforce equal opportunities.

## **13 Admissions and Attendance**

- The admissions process is centralised through the Local Authority and is monitored to ensure that it is administered fairly and consistently to all pupils.

*Please refer to the Admissions Criteria for each school*

- Information about pupils' ethnicity, first language, religion, physical needs, medical needs etc. is included on all the admission forms
- The schools and parents/carers are aware of their rights and responsibilities in relation to pupil's attendance and absence is always followed up by appropriate staff
- Responsible provision is made for leave of absence for religious observance which includes staff as well as pupils
- Provision is made for pupils on extended leave so as they are able to continue with their learning.

#### **14 Partnerships with Parents and Carers and the Community**

- Progress reviews to parents and carers are accessible and appropriate in order to ensure that all parents and carers have the opportunity to participate in the dialogue. Parents and carers are encouraged to telephone the schools for an appointment at any time if they have concerns
- All parents and carers are encouraged to participate at all levels in the full life of the schools, for example, through parents' support group meetings, assemblies, parents' evenings etc.
- The schools work in partnership with parents, carers and the community to develop positive attitudes to diversity and to address any specific incidents
- The schools take steps to encourage the involvement and participation of underrepresented groups of parents/carers and sections of the community
- Information material for parents/carers and users of the community facilities are easily accessible and in user friendly language
- The premises and facilities are equally available and accessible, as far as is reasonably possible for us, by groups within the community.

#### **15 Monitoring and Quality Assurance**

- Each student's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the schools meet their duty to positively promote diversity (e.g. lesson observations record evidence of differentiation and texts are reviewed to ensure appropriateness and inclusivity)
- The data collected is used to inform further school planning, target-setting and decision making.

#### **16 Staffing and Employment**

In terms of employment activities we will ensure that:

- Equality aspects such as gender, race, disability, sexual orientation, gender reassignment and faith or religion are considered when appointing staff
- All recruitment materials are based on good practice to eliminate discrimination

- Recruitment and retention activity is monitored from application through to appointment stage and that we use this to improve processes and procedures, promoting a workforce that reflects the schools and our wider community
- Equality aspects are appropriately considered in the promotion of staff and when allocating allowances for additional responsibilities or higher level duties
- All staff have equal access and opportunity to training and development opportunities
- All restructuring programmes are undertaken using fair and transparent processes to ensure decisions are free of discrimination
- Pay audits are periodically undertaken to ensure that men and women employed by the schools are paid equally for equal work
- Potential and existing employees are consulted with regard to the changes that might help them within their working environment
- Staff are able to make a flexible working requests where they feel this may help their personal circumstances
- All staff will be treated equally regardless of their full or part time status
- Bullying and harassment activity is monitored and breaches of the schools' Bullying and Harassment policies will be dealt with through the disciplinary process
- Employment practice and procedures are reviewed periodically to ensure fairness.

### **17 Staff Breaches of the Policy**

The Southwark schools take very seriously any acts of discrimination, harassment or victimisation carried out in the workplace or in work related activities (such as external training events or work related social events) and will manage them as follows:

- Employees who commit such acts will be subject to formal action under the Trust's Disciplinary Policy and Procedure; which could result in dismissal
- Agency staff, consultants, contractors, interns and volunteers, will be subject to the specific terms of their contract/work agreement with the schools, which could result in that contract/work agreement being terminated.
- Complaints concerning school employees, directors or governors will be addressed by the Trust as appropriate.

### **18 Monitor and Review**

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community. This policy will be given to all staff through scheduled management meeting mechanisms and the relevant Leadership Team will ensure that it is known and understood by staff. This policy will also be made available to potential applicants for vacant positions in the schools.

### **19 Related Policies**

This policy is to be read in conjunction with the following policies:

- Trust Code of Conduct
- Anti-Bullying Policy
- Behaviour Policy
- Admissions Policy

## **Appendix 1 – Equality Objectives City of London Academy (Southwark)**

**April 2019**

**We are currently undertaking a survey of all pupils and staff to inform our equality objectives**

### **Equality Duty:**

The Academy ensures that due regard is given to the equality duty which informs decisions regarding the Academy Development Plan.

### **Equality objectives:**

- 1) Outstanding Leadership: Develop social capital, leadership, and accountability of all staff
- 2) Outstanding Achievement, Learning and Progress: Attainment of all pupils will be above the national average
- 3) Outstanding Teaching: Outstanding CPD opportunities, for teaching and support staff, will be made available.
- 4) Outstanding Behaviour and Engagement: Skilled and consistent behaviour management by all staff will make a strong contribution to an exceptionally positive environment for all learners.