

Equality & Diversity Policy

Policy Aim/Statement

To foster a sense of community in which all students and staff are valued and can thrive, regardless of background, religion, race, language, ability/disability, sexuality or gender. We will not tolerate racism, sexism, negative attitudes towards disability and other discriminatory practices.

Introduction

The Jam Academy is committed to promoting equal opportunities, valuing diversity and tackling social exclusion. We aim to equip students with an awareness of our diverse society and to appreciate the value of difference. All policy principles are within national guidelines and legislation.

At The Jam Academy, every student matters irrespective of his/her creed, culture, class, race, gender, sexuality and/or disability.

Every aspect of our activity has an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and students.

The Jam Academy's environment influences the developing attitudes of the students within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

We live in a society where disability discrimination segregates and isolates people from their communities. The Jam Academy aims through its proactive approach of inclusion to enable all students to an equality of access to our community. Addressing fundamental prejudices against disability in both children and adults is a core 'hidden' element of our inclusion work.

The Context of the policy

The legal and local framework for this policy is:

- Children Act 2004
- Education and Inspections Act 2006
- Equality Act 2010
- The Public Sector Equality Duty (2011) 2. Aim

We aim to foster a sense of community in which all students and staff are valued and can thrive, regardless of:

- disability
- pregnancy and maternity
- race
- religion or belief (including lack of religion or belief)
- gender
- gender reassignment
- sexual orientation
- (in the case of adult members of the Jam community) marital or civil partnership status; and
- age.

These can be called the Protected Characteristics.

We will not tolerate racism, sexism, negative attitudes towards disability and other discriminatory practices.

Any breach of this policy is dealt with by the appropriate member of staff or line manager. Where further action is needed, this will be taken in line with the school disciplinary policy, staff disciplinary procedure or complaints policy.

Objectives

We aim to:

- Encourage students to be open-minded and challenge prejudice.
- To help students to develop their self-esteem and to recognise that they are each valued as individuals through actively encouraging their access to the full curriculum and extra curricular activities.
- To demonstrate that students are respected as individuals.
- To help each student to achieve their full potential.
- To enable students to contribute actively to the process of education by bringing their cultural experiences, values and perspectives to it.
- Be sensitive about equal opportunities issues in the selection of teaching materials and be aware of images and text, which may stereotype or denigrate groups or individuals.
- Ensure that The Jam Academy is an equal opportunities employer so that staff feel valued, supported and have appropriate advice and encouragement for Professional Development.
- To use our resources to help those who need additional help to overcome barriers.

We aim to achieve this by:

- Treating all those within the whole school community (e.g. students, associates, staff, parents and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, background, experiences and talents.
- Creating a school ethos which promotes equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Encouraging everyone within our school community to gain a positive self-image and high self esteem.
- Having high expectations of everyone involved with the whole school.
- Promoting mutual respect and valuing others' similarities and differences and facing equality issues openly.
- Striving to identify and removing all practices, procedures and customs which are discriminatory and replacing them with practices which are fair to all.

Monitoring and reviewing all of the above to seek to secure continuous improvement.

This statement of Equal Opportunities requires a commitment from every member of the Jam community. All school practice will ensure the following sections:

Gender

- That all students have equal access to activities, opportunities and services offered at Jam as appropriate.
- That teaching and associate staff are aware that gender stereotyping may influence their expectations and attitudes. Teaching ethos and curriculum organisation should actively encourage students to make choices based on their preferences.
- That staff should act as positive role models.

Disability

- That students will be encouraged to have an awareness of, and understanding of, disability which will be promoted through the Current Affairs and Project lessons and the school's annual Disability Awareness week.
- That all staff will be aware of the specific individual needs of students with disabilities and will provide appropriate support.
- School access will be continually reviewed to ensure where possible access to all is available.

Race

The Equality Act 2010, defines racial discrimination as discrimination on the grounds of colour, race, nationality, ethnic or national origins.

Appropriate action will be taken in line with our Disciplinary and Anti-bullying policies in dealing with any incident of physical or verbal threats, abuse or harassment of individuals or groups related to their religion, race, language, ability/disability, sexuality age or gender.

This policy has been developed with reference to the Human Rights Act 1998 and the Equality Act 2010 and should be reviewed if substantial changes occur.

This school will promote race equality and oppose racism in all its forms and foster positive attitudes and commitment to an education for equality.

Religion

We acknowledge that members of the school come from diverse backgrounds: some have no religious faith, others are committed to a greater or lesser extent to a variety of religions. We seek to promote an ethos of tolerance based on understanding of and respect for the beliefs and practices of others.

With regard to the teaching of RE we consider that the role of the teacher is that of educator and not that of evangelist. We do not seek to make students religious, but to teach them about religion.

Vulnerable groups

- That all students have equal access to activities, opportunities and services offered at Jam as appropriate.
- That teaching and associate staff are aware of how vulnerability e.g. a student in care may influence their expectations and attitudes and should therefore adjust their behaviour accordingly.

Key actions in promoting equality

The ethos of the school

- This policy reflects the ethos of the school and is linked to all the school's policies.
- This policy, sets out our commitment to tackling racial discrimination and promoting equality and good race relations, and explains what this means for the whole school community.
- Steps are taken to ensure that everyone associated with the school is kept informed about this equality policy and abides by it.
- The policies and procedures are regularly reviewed.

Student's achievement and progress

- Students' attainment and progress in individual subjects are monitored by groups e.g. ethnicity, gender, SEN.
- The school develops strategies for tackling differences in the attainment and progress of groups.
- The school values the achievements and progress of students from all groups.
- All students have equal access to extra-curricular activities.
- Students are offered the support and guidance they need.
- Staff challenge racism and stereotyping and promote racial and gender equality in education, employment, training and career choice.
- Steps are taken to strive to ensure that students on work experience are not subjected to racism or sexual/racial harassment.

Curriculum, teaching and learning (including language and cultural needs)

- This school promotes an inclusive curriculum which aspires to the diverse nature of our society.
- Diversity is promoted and racism and discrimination challenged.
- Curriculum planning takes account of the needs of all students.
- Subject leaders provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all students.
- The allocation of students to teaching groups and optional subjects is fair and equitable to students from all groups.
- Assessment outcomes are used to: identify the specific needs of all students; inform policies, planning and the allocation of resources.
- Teaching methods and styles take account of the needs of boys and girls, students from different ethnic groups and students with SEN; and encourage positive attitudes to ethnic difference, cultural diversity and racial equality.
- The school takes active steps to ensure that resources in all areas of the curriculum are inclusive.

Students who have English as an Additional language (EAL)

- The school recognises and values multilingualism.
- The language and learning needs of ethnic minority students are identified and appropriate support used.

Parents, governors and community partnership

- Parents are welcome and respected in school.
- All parents are regularly informed of their child's progress.
- Steps are taken to involve minority ethnic parents in the life of the school.
- The school's premises and facilities are equally available for use by all ethnic groups.
- The school enables community groups to use its facilities for after school activities and for holiday schemes.

Pupil behaviour, discipline and exclusion

- The school's procedures for managing behaviour and disciplining students are fair and applied equally to all students, irrespective of ethnicity.
- The process of excluding a student is fair and equitable to all students.
- Strategies to reintegrate long-term truants and excluded students address the needs of students from all ethnic groups.

Racism and racial harassment

There are established procedures for dealing with and recording incidents of racism and racial harassment which are understood by everyone in the school community.

Admissions and transfer procedures

- This school will take active steps to ensure that the admission process is fair and equitable to students from all groups.
- The school monitors students' attendance for all groups and uses the data to develop strategies to address poor attendance.
- Provision is made for students to take time off for religious observance, through leave of absence and authorised absence.

Staff recruitment and career development

- Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Equality legislation.
- Applications from all ethnic groups are welcomed at all levels in school.
- The recruitment and selection process ensures that discrimination is not taking place.
- The school monitors the employment and professional development of staff by ethnicity.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all ethnic groups.
- The school strives to ensure that redundancy policies avoid any form of discrimination.

Equal Opportunities Employer

The Principal and Curriculum Director ensure that in recruitment procedures any advertisements, shortlisting and interview procedures are without any hint of direct or indirect discrimination. In staff appointments the best candidate will be appointed based upon strict professional criteria as laid down in the job description. During employment it would be unlawful to discriminate in the way opportunities for promotion, transfer or training were offered. It is also unlawful to discriminate in dismissals, particularly in redundancy dismissals.

Roles and Responsibilities

- All **Staff** are responsible for upholding and promoting equality and raising the achievement of all students (including, for instance, those from minority ethnic groups).
- **The Principal** and **Curriculum Director** will demonstrate through personal leadership the importance of this policy ensuring that all staff are aware of the policy and understand their roles and responsibilities in relation to it. The Principal and Curriculum Director will monitor the impact of this policy.
- Where additional funding is available for raising the achievement of specific groups of students, the Principal and Curriculum Director will ensure that the additional resources are used appropriately for this purpose and targeted on the basis of identified needs. The Principal and Curriculum Director will report termly to the Governing Body.
- **Teachers** will familiarise themselves with this policy and know that their responsibility is to ensure that the policy is implemented. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.
- **Associate Staff** will familiarise themselves with this policy and know what their responsibility is to ensure that the policy is implemented.
- **Students** will be made aware of how the policy applies to them. They will learn to treat each other with respect and report incidents of discrimination to an appropriate adult.

Awareness of Policy

Parents and students should know that the school has an equality and diversity policy and is committed to equality of opportunity for all students. This policy will be available on the Schools' website and on request from the Curriculum Director.

Our admissions policy include information on the following arrangements regarding disabled students:

- Arrangements at the school for the admission of students with disabilities
- The steps to prevent those students being treated less favourably than other students.
- The facilities to assist access to the school by students with disabilities.

Monitoring

Monitoring the implementation and effectiveness of the equality and diversity policy and race equality policy is undertaken in the following ways:

- All reports of racism are logged on the Jam MIS.
- Student achievement is analysed in terms of ethnicity, gender, SEND and Children in Care (those who are looked after) and those identified as eligible for pupil premium.
- Recruitment processes are monitored in terms of recording ethnicity, details about applicants and appointments through the 'Equal Opportunities' section of the application form and recruitment recording forms.