

UNIVERSITY ACADEMY  
HOLBEACH



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LINCOLN

ACADEMY TRUST

# The University Academy Holbeach

*Principal: Sheila Paige (BA Hons)*

## **Equality and Diversity Policy**

**25<sup>th</sup> January 2023**

**Review date: 24<sup>th</sup> January 2025**

University Academy Holbeach is committed to the need both to eliminate unlawful discrimination and to promote equality for pupils, staff and others using the school facilities. University Academy Holbeach is committed to publishing our equality objectives (every 4 years) and equality information (at least annually)

1.2 The school is committed to advancing equality and promoting respect for difference and diversity through the school's vision, ethos and values by;

- taking account of their varied experiences and needs;
- offering a broad and balanced curriculum;
- having high expectations of all pupils

1.3 The school complies with all current legislation concerning unfair discrimination and to promoting best practice in equality of treatment. This policy accords with the following legislation:

- The Equality Act 2010
- Gender Equality Duty 2007
- Employment Equality (Age) Regulations 2006
- Disability Discrimination Acts 1995 & 2005
- Employment Equality (Religion or Belief) Regulations 2003
- Employment Equality (Sexual Orientation) Regulations 2003
- Special Educational Needs and Disability Act 2001
- Race Relations (Amendment) Act 2000
- Sex Discrimination (Gender Reassignment) Regulations 1999
- Human Rights Act 1998
- Sex Discrimination Acts of 1975 & 1986

1.4 This policy should be read in conjunction with the following school policies:

- Disability Equality Scheme & Accessibility Plan
- Equality information and objectives
- Child Protection Policy
- Behaviour and Anti Bullying Policy
- Sex & Relationships Education Policy

- Special Educational Needs Policy

## **2. Aims and Objectives**

2.1 The school does not unlawfully discriminate against anyone, whether pupil, parent, staff or visitor, on the grounds of gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

2.2 The school promotes the principles of fairness and justice for all through the education that it provides in the school and through the promotion of British Values and strives to eliminate unlawful discrimination, harassment and victimisation.

2.3 The school seeks to ensure that, wherever possible, all pupils have equal access to the full range of educational opportunities provided by the school and that, where necessary, support is provided for pupils who experience difficulty accessing the curriculum.

2.4 The school strives to constantly identify and remove any forms of indirect discrimination that may form barriers to learning for some groups by reviewing assessing its policies and practices.

2.5 The school ensures that recruitment, employment, promotion and development opportunities are open to all, advancing equality of opportunity.

2.6 The school challenges personal prejudice and stereotypical views whenever they occur. The school is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the school aims to promote positive social attitudes and respect for all.

2.7 The school values each pupil's worth, celebrating both people's individuality and the cultural diversity of the community centred on the school and shows respect for everyone.

2.8 The school and its staff strive to be proactive in tackling prejudice and unlawful discrimination by fostering good relations through tackling prejudice and promoting understanding.

### **3. Equal Opportunities in Recruitment**

3.1 Recruitment and selection procedures and practices ensure that no group is put at a disadvantage either directly or indirectly. Provision is made for candidates attending interview if they have any medical needs.

3.2 In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation.

3.3 The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of **gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age** (the nine protected characteristics (Equalities Act 2010)), or is disadvantaged by conditions or requirements which cannot be shown to be justified.

### **4 Equal Opportunities in the Curriculum**

4.1 Every pupil has an equal entitlement to the National Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, gender, race, colour, nationality, ethnic or national origins, disability, sexual orientation, religion or belief or age.

4.2 Pupils should have equal access to the curriculum regardless of academic ability. Consequently this policy should be read in conjunction with the Special Educational Needs Policy.

4.3 Staff will actively encourage the breaking down any traditional sexual stereotyping regarding subject choices. This is particularly important when counselling for Key Stage 4 and Key Stage 5 courses.

4.4 The school will monitor any careers advice or work experience placements provided by outside agencies to aim to ensure equal opportunities.

4.5 All forms of individual and subject support, guidance, amenities and facilities, including extra-curricular activities, will be equally available to pupils of both sexes.

4.6 Behavioural expectations and disciplinary sanctions will be free of any gender, race or culture bias.

4.7 Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, racism and discrimination. Teachers should try to ensure that all pupils feel that their language and culture is both acknowledged and valued.

4.8 The school actively encourages an ethos in which all pupils feel secure and valued. Details of the school's Child Protection Policy are provided in Appendix 1 and the school's procedures for responding to racist incidents are provided in Appendix 2.

4.9 The school aims to cover equality issues within the curriculum as part of our focus on pupils' spiritual, moral, social and cultural (SMSC) development.

## **5 Race / Ethnicity**

5.1 The school will:

- strive to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial and ethnic groups.

5.2 The school will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures.

5.3 The school endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the pupils, assemblies and is reflected in displays, resources and events.

5.4 Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance pupils' understanding of British and world society and history, including the contributions of minority ethnic groups.

5.5 The school will give pupils the understanding they need to recognise prejudice and reject racial discrimination.

## **6 Gender / Sex**

6.1 The school will constantly examine its curriculum, procedures and materials for gender bias or inequality, particularly in relation to girls' expectations and behaviour.

6.2 The school will encourage pupils to be aware of the rigid sexual stereotypes presented by, for example, the media and will try to ensure that resources include nonsexist books which value the achievements of both women and men.

6.3 The school is committed to providing a curriculum which avoids unnecessary historical gender divisions.

6.4 The school tries to ensure:

- that teachers allocate their time fairly between the sexes;
- that all pupils have opportunities for working with pupils of both sexes;
- that pupils have opportunities for examining their own pre-conceived ideas of gender roles;
- that pupils are encouraged to pursue less conventional subjects and interests.

## **7 Disability**

7.1 The school is committed to meeting the needs of pupils with disabilities, as it is to meeting the needs of all within the school. The school endeavours to meet the requirements of the Disability Discrimination Act 1995, as amended by the Disability Discrimination Act 2005. All reasonable steps will be taken to ensure that disabled pupils are not placed at any disadvantage compared to non-disabled children. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.

7.2 The school is committed to providing an environment that allows disabled pupils full access to all areas of learning or associated services provided for, or offered to, pupils at the school, including educational visits and other off-site activities.

7.3 Teachers will modify teaching and learning as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities

or modify teaching materials or offer alternative activities where pupils are unable to take part in PE activities.

## **8 Religion / Belief**

8.1 The school respects the religious beliefs and practices of all staff, pupils, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

## **9 Sexual Orientation**

9.1 The school will make no assumption about the sexual orientation of any of the members of its community.

9.2. In the curriculum, sexuality is taught within the context of loving relationships. Whilst heterosexual relationships are the most common in our society, we acknowledge that a small, but significant number of our pupils will develop a homosexual or bisexual orientation and that during development many will be still questioning their sexual orientation. Pupils' questions will be answered as they arise, honestly, factually and non-judgementally.

9.3 Derogatory name-calling (of any sort) is unacceptable

## **10 Gender Reassignment**

10.1 The school will not discriminate against a transgender pupil

10.2 The school will support a pupil during gender reassignment

10.3 Derogatory name-calling (of any sort) is unacceptable

## **11 Age**

11.1 The school will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age

## **12 The role of governors**

12.1 In this policy statement the governing body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

12.2 The governing body will ensure that no-one is unlawfully discriminated against whilst in the school on account of their race, gender, religion or belief, disability, age or sexual orientation.

## **13 The role of the Principal**

13.1 The principal will ensure that the school's policy on equal opportunities is implemented, and is supported by the governing body in so doing.

13.2 The principal will ensure that all staff are aware of the school policy on equal opportunities and that teachers apply these guidelines fairly in all situations.

13.3 The principal will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

13.4 The principal will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.

13.5 The principal will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.

13.6 The principal will view all incidents of unfair treatment with due concern.

## **14 The role of teachers**

14.1 Class teachers will recognise their own prejudices and ensure that all pupils are treated fairly and with respect. The school will not knowingly discriminate against any child/young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.



14.2 When selecting classroom materials, teachers will strive to provide resources which give positive images and which challenge stereotypical images of minority groups.

14.3 When designing schemes of work, teachers will pay cognisance to the equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

14.4 All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the principal.

## **15 The role of pupils**

15.1 Pupils will be guided to draw any incidents of prejudice or discrimination to the attention of the class teacher and/or principal

## **16 The role of parents**

16.1 Parents will be made aware of the policy through the school prospectus and home-school agreement and draw any incidents of prejudice or discrimination to the attention of the class teacher or principal.

## **17 The role of visitors / contractors**

17.1 All visitors and contractors are required to adhere to the school policy.

## **18 Monitoring / Review**

18.1 The governing body is responsible for monitoring the effectiveness of this policy. The governors will therefore:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school;
- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;
- take into serious consideration any complaints from pupils, parents, staff or visitors regarding equal opportunity;

- monitor the school's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

18.2 This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary to reflect on its effectiveness.

## **APPENDIX**

### **Anti-Discrimination Procedures**

#### **WHAT IS A DISCRIMINATORY/PREJUDICE RELATED INCIDENT?**

An incident that is perceived to be discriminatory by the victim or any other person.

Discrimination happens when someone is treated less favourably within the nine protected characteristics as listed in the Equalities Act 2010 (known as direct discrimination), or when a policy, practice or process puts someone at an unfair disadvantage (known as indirect discrimination). Incidents might include:

- Verbal or Physical threats
- Insulting, abusive, embarrassing or patronising behaviour or comments
- Humiliating, intimidating, demeaning and/or persistent criticism
- Open hostility
- Isolation or exclusion from normal work or study place, conversations or social events
- Publishing, circulating or displaying pornographic, racist, sexually suggestive or otherwise offensive pictures or other materials
- Unwanted physical contact, ranging from an invasion of space to a serious assault, and suggestive comments or body language
- Alleged discrimination in the failure to provide a service
- Discriminatory graffiti

(The above list is not exhaustive)

#### **PROCEDURES FOR DEALING WITH DISCRIMINATION/PREJUDICE RELATED INCIDENTS**

## **RECORDING INCIDENTS**

All Discriminatory or Prejudice Related incidents will be recorded. The incident should be reported to the Senior Leadership Team (SLT).

The person reporting or recording an incident will provide details including:

- date, time and place of incident;
- type of incident;
- person(s) involved;
- actions (including sanctions) taken.

## **SUPPORTING VICTIMS**

The School is aware of the barriers that exist to making a complaint of discriminatory harassment and wishes to encourage all involved with the School to feel confident that they can raise matters of concern.

All staff must be aware of the priority attached to responding promptly to complaints of discriminatory harassment and to supporting victims. No incidents should occur without the School's commitment to anti-discrimination being made clear to the victim.

Any complaints of discriminatory harassment should be referred to a member of the Senior Leadership Team who will take responsibility for ensuring that there is an appropriate response.

Where no formal complaint is made but a member of staff is aware that harassment is taking place, the matter should be referred to a member of the Senior Management Team.

Where the member of staff witnesses an incident she / he must make absolutely clear the School's attitude to anti-discrimination and offer support to the victim.

Anyone who makes a complaint has the right:

- to support from someone of their own choosing;

- to interpretation facilities where necessary or where requested;
- to information on the action that has been taken and other sources of assistance that are available.

Parents / carers will be informed and involved. The school will ensure that parents' wishes and needs are taken seriously.

## **DEALING WITH PERPETRATORS**

These general procedures will be followed when dealing with perpetrators:

- The incident will not be ignored or go unchallenged. There will be a clear explanation that the conduct is unacceptable within the School's disciplinary code.
- Sanctions and / or counselling appropriate to the seriousness of the incident will be provided.
- Graffiti will be removed promptly. Discriminatory materials, badges and insignia are illegal and will be removed and destroyed.
- The Principal will be informed if the incident is serious and the parents / carers of the perpetrator will be informed.
- Where a decision is taken to exclude a pupil, the matter will be dealt with in accordance with the exclusions procedures.

## **IN CASES INVOLVING VOLUNTEERS, PARENTS/CARERS OR OTHER ADULTS:**

- The incident should be reported to the Principal.
- The procedure for making a formal complaint will be made known to the complainants(s).
- The Principal will investigate the case and take appropriate action.

In cases involving a member of staff the matter will be handled in accordance with the School's disciplinary procedures and will therefore be referred to the governing body.

## **FOR OFFENCES THAT TAKE PLACE OFF SITE THE FOLLOWING PROCEDURES SHOULD BE FOLLOWED:**

**Should an incident occur off-site during, for example, a school visit, the following procedures should be followed:**

- the protection of pupils and learners is the first priority and staff should seek to secure that;
- incidents that involve physical assault should be reported to the police as soon as practical and their assistance sought;
- aggressive or provocative action should be avoided;
- perpetrators should be clearly warned that their behaviour is unacceptable and is likely to be reported to the police;
- a full report must be made to the Principal as soon as possible;
- the parent/carers of children involved in the incident will be informed about the incident and the action taken;

### **FOLLOWING UP AN INCIDENT AND DEALING WITH ITS IMPACT ON THE SCHOOL COMMUNITY**

Extra vigilance should be applied following serious incidents. In particular there should be alertness to:

- patterns of absence;
- outbreaks of graffiti;
- the presence of discriminatory literature, badges and insignia.

There should be increased alertness when students are arriving or leaving and when they are moving between buildings and lessons and at break times. Every opportunity should be taken to remind the pupils of the School's code conduct (Behaviour and Anti-Bullying Policy and Commonality of Practice). Rumours should be promptly challenged.

The school will reflect on the views of pupils, parents/carers and staff when reviewing the policy.