



St Peter's Bratton Church of  
England Academy  
Equality, Diversity and  
Inclusion Policy

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**St Peter's Bratton Church of England Academy is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people.**

### **Introduction**

St Peter's Bratton Church of England Academy is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation.

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

The following groups have been identified as key recipients in terms of the provision of this statement:

- Are being looked after or on the edge of Care
- Have Special Educational Needs / Learning Difficulties and Disabilities
- Are excluded or at risk of exclusion from school
- Are from an ethnic group, including those from Gypsy, Roma, Traveller background
- Have English as an additional language
- Are missing in education
- Have ill health, including hospitalisation, affecting attendance at school
- Are Not in Education, Employment or Training (NEET)
- Have drug or alcohol abuse
- Are school age / teenage parents
- Are young carers
- Are offending or at risk of offending
- Have mental health issues
- Are in receipt of free school meals
- Live in areas of deprivation
- Gifted and talented
- Are gender questioning or going through transition
- Are Lesbian, Gay or Bisexual

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Complaints Policy
- E-Safety Policy
- Health and Safety Policy
- Management of Behaviour: Rewards and Sanctions Policy
- Educational Visits Policy
- Privacy Policy
- Race Equality Policy
- Safeguarding and Child Protection Policy

- Whistle Blowing Policy

Failure to comply with these policies and procedures may result in disciplinary action. Discriminatory treatment, bullying or harassment of staff or young people by visitors will also not be tolerated.

### **Compliance**

Compliance with the Equality Act 2010 is the responsibility of all members of staff. St Peter's Bratton Church of England Academy does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation. Any breach of this policy may lead to disciplinary action.

### **Definitions**

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex and
- sexual orientation

This Equality Policy for . St Peter's Bratton Church of England Academy brings together all previous policies, schemes and action plans around equality. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects, which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

Our Equality Policy is inclusive of our whole school community – pupils/students, staff, parents/carers, visitors and partner agencies - who we have engaged with and who have been actively involved in and contributed to its development. The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations between groups.

It explains how we aim to listen to and involve pupils, staff, parents and the community in achieving better outcomes for our children and young people.

### **Our school within the wider context**

The national demographic presents an ever-changing picture in terms of age, ethnicity, disability and social deprivation.

At St Peter's Bratton Church of England Academy ethnic groups other than white made up 19% of the population according to the 2021 school census. According to the ONS, the 2011 national census (last data available) 14% of the population as a whole belonged to an ethnic group other than white.

It is recognised that a wider range of cultural backgrounds at a range of professional levels within St Peter's Bratton Church of England Academy is beneficial. It is also recognised that more data on ethnic minorities should be available in schools.

- The level of reported racist incidents within St Peter's Bratton Church of England Academy over the last year has been very low.

### **Overall aims of our Equality Policy**

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

To ensure that equality and inclusive practice are embedded across all aspects of school life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes. Issues relating to adults within the school community can be embraced under these themes and reflected in the action plan.

### **Our approach**

We seek to embed equality of access, opportunity and outcome for all members of our school community, within all aspects of school life. Make links between the key concepts above and your own school vision of *Enriching lives every day; enabling our school community to learn, achieve and flourish through living 'life in all its fullness'*.

### **We actively seek out opportunities to embrace the following key concepts:**

- Shared Humanity: Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality
- Valuing difference and diversity: We appreciate the richness within our differences and look for ways of celebrating and understanding them better
- Interdependence, interaction and influence: We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other
- Social cohesion within our school and within our local community
- Excellence: We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world. Excellence is to be found everywhere
- Personal and cultural identity: We will provide opportunities to explore and value the complexity of our personal and cultural identities

- Fairness and social justice: We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

### **Our vision statement about Equality**

St Peter's Bratton Church of England Academy school seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

### **Our duties**

We recognise and accept our equality duties as set out in the Equality Act 2010 and have sought to involve the whole school community in the process in order to ensure better outcomes for all. We have due regard to the need to ensure that persons with a protected characteristic are not disproportionately, negatively impacted as a result of our decision or policy making. We positively foster good relations between different groups of pupils and the wider school community.

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable. For further information, visit the Equality and Human Rights Commission website at: [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

We will ensure we identify opportunities for promoting our vision, the key concepts and our duties on equality legislation across all aspects of school life, including the provision of extended services.

These opportunities are likely to include all or some of the following, dependent on our current priorities.

- the engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies
- preparation for entry to the school
- school policies
- breaks and lunchtimes
- the provision of school meals

- interaction with peers
- opportunities for assessment and accreditation
- exam arrangements
- behaviour management approach and sanctions
- exclusion procedures
- school clubs, activities and school trips
- the school's arrangements for working with other agencies
- preparation of pupils for the next phase of education
- learning and teaching and the planned curriculum
- classroom organisation
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to enrich the curriculum, for example, a visitor to the school or Theatres/ workshops within school.
- school sports
- employees' and staff welfare

### **The roles and responsibilities within our school community**

Our Principal will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy
- oversee the effective implementation of the policy
- ensure staff have access to training which helps to implement the policy
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available
- monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy and publish this information
- ensure that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it

Our Local Academy Committee will:

- support the Principal in implementing any actions necessary
- engage with parents and partner agencies about the policy
- evaluate and review the policy annually and the objectives every 4 years.

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy
- with the Principal, provide advice/support in dealing with any incidents/issues
- assist in implementing reviews of this policy as detailed in the SIP.

Our Subject Co-ordinators will:

- be responsible for reviewing and monitoring curriculum policies and planning in their own subject areas to ensure that race equality is promoted.

Our pupils/will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- be expected to act in accordance with the Policy
- be encouraged to actively support the Policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy
- have access to the Policy through a range of different media appropriate to their requirements
- be encouraged to actively support the Policy
- be encouraged to attend any relevant meetings and activities related to the Policy
- be informed of any incident related to this Policy which could directly affect their child.

Our school staff will:

- be involved in the development of the Policy
- be fully aware of the Equality Policy and how it relates to them
- understand that this is a whole school issue and support the Equality Policy
- make known any queries or training requirements.
- Relevant voluntary or community groups and partner agencies will:
- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy.

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### **How we developed our Policy - Using information**

We have used data and other information about our school, and Telford & Wrekin Equality and Diversity audits which helped us to analyse whether what we are planning potentially has a differential impact on one or more particular group (either positively or negatively). This helped us to ensure that there is no unlawful discrimination against certain individuals or groups and that the positive duties are promoted. This helped to ensure we meet the diverse needs of our pupils/students and staff and that diversity, equality and inclusion run through all areas of school life.

In addition, we know our school well because we regularly collect information about ourselves in a variety of ways and other people help us to do this. This includes pupil achievement and progress data, IDACI indexing and other information about the school and community.

OFSTED inspection report on equality issues during our inspection. We collect a range of information relating to incidents of harassment and bullying including those relating to racism, homophobia, faith, disability and gender.

We also value more qualitative information, which may be given to us through pupil/learner voice mechanisms or less formally.

MDT provides us with a range of services which support the equality agenda and helps us to identify our strengths and those areas requiring action.

We have established good links with our local and our wider community as opportunities arise and welcome them into our school. From them, we learn/ will learn about equality issues outside school and can establish mechanisms for addressing them within school.

By listening to those within our community and to our partners, we are able to identify new areas of work, improve existing approaches and focus our energy where it is required.

### **Our Staff**

We comply fully with legislation, which protects our staff (including teachers, teaching assistants, supervisors and student teachers) from discrimination based on the protected characteristics. With regard to disability, we make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices (such as dress codes) and disciplinary procedures. We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure.

We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination recognising that our staff may be either victims or perpetrators.

There are some specific exceptions to the religion or belief provisions of the Equality Act for employment by schools designated as having a religious character.

See Department of Education website for further guidance on this:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

Our staff team have undertaken training to help them understand their equality duties/and or the differing needs of protected groups within our school community. We have mechanisms in place to identify areas for development.

### **Admissions policy**



Our admissions criteria are defined under the admissions policy and are applied consistently to every young person, irrespective of any protected characteristic. The Academy is its own admission authority.

### **Curriculum delivery**

The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum.

Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any young person in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.

### **Exclusion policy (withing behaviour policy)**

The decision to suspend or exclude a child for a fixed period or permanently is a **last resort** and will follow the latest government guidance at the time. Our exclusion criteria are defined under the exclusion policy and are applied consistently to every young person, irrespective of any protected characteristic.

### **Recruitment and selection**

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally.

We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate.

Where appropriate, St Peter's Bratton Church of England Academy will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection is carried out by a third party, on behalf of , St Peter's Bratton Church of England Academy, we will take all reasonable steps to ensure they adhere to the principles of this policy.

### **Complaints and grievances**

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedure.

### **Responding to hate or prejudice-based incidents and bullying**

We recognise that hate incidents or prejudice –based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people or sexism. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

Through our school ethos and curriculum, we want our pupils/students to understand better the diversity that exists in society. We want to provide opportunities for them to explore the subtleties and complexities in order to prevent and respond to incidents and situations. We will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

We will record all hate incidents and prejudice based bullying. We will use this information to identify trends and patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

How we deal with bullying is explained in our Anti-Bullying Policy.

### **Implementation, monitoring, evaluation and review**

This policy was published on date of publication. It will be actively promoted and disseminated.

We will report at least annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Equality and Diversity Policy' is the Principal, who is supported by our Senior Leadership Team and our Local Academy Committee who have agreed and published this policy which sets out our priorities and supports these with specific and measurable objectives.

The designated member of staff is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of our policy. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our website.

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. We will endeavour to publish our equality objectives for this academic year.



## **Appendix 1**

### **Legal Duties:**

This school welcomes its duties under the Equality Act 2010. We are committed to:

1. The Public Sector Equality Duty
2. The Specific Duties

### **The Public Sector Equality Duty**

The Public Sector Equality Duty under the Equality Act 2010 places a duty on schools to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and persons who do not share it
- Foster good relations across all characteristics- between people who share a protected characteristic and people who do not share it.

### **The Specific Duties**

The specific duties require us to:

- (a) Publish information to demonstrate how they are complying with the Public Sector Equality Duty
- (b) Prepare and publish equality objectives.

### **Protected characteristics**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

## Appendix 2

### Types of unlawful discrimination

**Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

**Discrimination by association** is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

**Perception discrimination** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

**Indirect Discrimination** occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.

**Discrimination arising from disability** occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.

**Harassment** occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

**Third-party harassment** occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of Arc School and the harassment relates to a protected characteristic.

**Victimisation** occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above. Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

## Appendix 3

### Race Equality

We endorse the recommendations of the Stephen Lawrence Inquiry Report. We accept the definition of racism and institutional racism included in the Stephen Lawrence Inquiry Report:

**Racism** – Conduct or words that either advantages or disadvantages people on the basis of their colour, culture or ethnic origin.

**Institutional racism** – The collective failure of an organisation to provide an appropriate and professional service to people on the basis of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.

**Racist Incident** - Recommendation 12 of the report of the Stephen Lawrence Inquiry was that the definition of a racist incident should be: *"any incident which is perceived to be racist by the victim or any other person."*

We will ensure that all members of the school community will have the opportunity to improve their own understanding of race equality and understand their personal responsibility to promote race equality.

### Race:

In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport.

Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race. A racial group can be made up of two or more distinct racial groups, for example black Britons, British Asians, British Sikhs, British Jews, Romany Gypsies and Irish Travellers.

### Race Discrimination

This is when you are treated differently because of your race in one of the situations covered by the Equality Act. The treatment could be a one-off action or as a result of a rule or policy based on race. It doesn't have to be intentional to be unlawful.

The Equality Act 2010 says you must not be discriminated against because of your race. You may be discriminated against because of one or more aspects of your race, for example people born in Britain to Jamaican parents could be discriminated against because they are British citizens, or because of their Jamaican national origins.