



Equality and Diversity Policy
Including the
British Values Statement
February 2016

Replacing the Single Equality Policy

Approved by the Governing Body 12th February 2016

Context:

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Child Act 2006
- Equality Act 2010
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Tameside Diversity and Equality Policy and Equality Scheme
- Child and Families Act 2014

Aims and Values:

Our Academy ethos states:

Droylsden Academy is a welcoming school 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 students to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity/paternity, race, religion or belief, gender or sexual orientation. We endeavor to promote positive relationships with parents, governors and members of the wider community.

At Droylsden Academy we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of Academy life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

At Droylsden Academy we seek to:

- Eliminate Discrimination
- Advance Equality of Opportunity
- Foster Good Relations
- Promote Politeness, Honesty and Hard Work

We aim to:

- Provide a secure environment in which all our children can flourish and achieve all five outcomes of **'Every Child Matters'** (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being)
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- Prepare children for life in a diverse society in which children are able to see their place

in the local, regional, national and international community

- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (disability, gender, race, sexual orientation, religion or belief, gender reassignment and pregnancy /maternity)
- Plan systematically to improve our understanding and promotion of diversity
- Actively challenge discrimination and disadvantage
- Make inclusion a thread which runs through all our activities

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 and impact assessments 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 students' diverse needs and overcome any potential barriers to learning
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- Have high expectations of behaviour which demonstrates respect to others
- Ensure that all reasonable adjustments are made to ensure equality of opportunity

Leadership, Management and Governance:

Droylsden Academy is committed to:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination, harassment or discrimination;
- Encouraging, supporting and enabling all students and staff to reach their potential and make a positive contribution;
- Working in partnership with families, the local authority (LA) and the wider community

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to establish promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

Responsibilities:

The Governing Body

It is the Governing Body's responsibility to:

- Ensure that the Academy complies with equality legislation
- Meet requirements to publish measurable equality objectives
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- Scrutinise the recording and reporting procedures at least annually
- Follow the LA'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 Governing Body
- Provide information in appropriate, accessible formats
- Be involved in dealing with serious breaches of the policy
- Be pro-active in recruiting high-quality applicants from under-represented groups

The Headteacher:

It is the Headteacher's responsibility to:

- Implement the policy and its strategies and procedures
- Ensure that all staff receive appropriate and relevant continuous professional development
- Actively challenge and take appropriate action in any cases of discriminatory practice
- Deal with any reported incidents of harassment or bullying in line with LA guidance
- Ensure that all visitors and contractors are aware of, and comply with, the Academy's Equality and Diversity Policy
- Produce a report on progress for Governors annually

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All Staff:

It is the responsibility of all staff to:

- Be vigilant in all areas of the school 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 Academy's culture
- Promote equality, and good relations and not discriminate on the grounds of any protected characteristics
- 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

Breaches of the Policy:

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

Policy Planning and Review

Whilst we have a duty to develop and publish equality schemes in relation to both gender and disability and a race equality policy, we at Droylsden Academy are considering all aspects of diversity and equality in this comprehensive policy.

Policy Planning and Development:

- All improvement plans will be designed with an element of impact assessment built in to monitor the success of each activity
- All objectives will be specific and measurable with clear progress evaluation methods
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. (e.g.: Achievement and attainment and opportunities will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group.)
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual students / cohorts

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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 Academy meets its 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 Academy planning, target-setting and decision- making
- The impact of Academy policies on all aspects of access, admission and exclusion data will be considered

British Values Statement

Philosophy

Droylsden Academy is committed to serving its community. For Droylsden Academy the term 'community' has a number of dimensions including:

- The school community - the students it serves, their families and the school's staff and Governors
- The community within which the Academy is located
- The community of Britain - all schools are by definition part of this community, and the global community - formed by EU and international links

At Droylsden Academy we are conscious of the need to continually widen our perspective to ensure that the best decisions are made for our students. We recognise the multi-cultural, multi-faith nature of the United Kingdom and understand the crucial role we play in promoting these values.

Droylsden Academy approaches the promotion of fundamental British values in line with the Government's PREVENT theme. These British Values are: democracy, individual liberty, the rule of law, mutual respect, and tolerance of those with different faiths and belief. Each is defined below and placed within the Academy's context through the use of examples. It is, without question, everyone's duty to ensure they do not undermine these fundamental British values as detailed in the current Teacher Standards Part Two: Personal and Professional Conduct.

At Droylsden Academy we feel that the promotion of British Values will ensure young people understand the importance of respect, and will leave school as well prepared as is possible, in modern Britain. Through our work, students will gain a good understanding of the values that underpin the privileges, rights, responsibilities and duties of citizenship. We will provide the young people with the knowledge, skills and understanding to make a positive contribution to the harmony of our local and national community. We will aim to develop responsible young people who support and positively value community cohesion.

This policy will make a key contribution to the Academy's positive ethos. The Headteacher and Governing Body will assess the impact of this statement and monitor its operation. It should be viewed in conjunction with the Academy's other policies especially the Equal Opportunities and Behaviour Policy.

Democracy

Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.

At the Academy we promote the importance of democracy through such things as:

- Provide students with the opportunity to learn how to argue and defend points of view
- The School Council: we ensure all students within the Academy have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes as members are voted for by the students
- Student's views are taken into account for example, through the use of questionnaires, the annual review of the Academy Improvement Plan and, inclusion on interview panels for staff recruitment

Individual Liberty

Individual liberty suggests the free exercise of rights, generally seen as outside Government control.

At the Academy we promote the importance of individual liberty through such things as:

- Children have key roles and responsibilities in school such as Sport Leaders and School Councillors
- A wide range of extra-curricular clubs, offer students the opportunity to develop Key Skills and make choices
- Children are actively encouraged to make the 'right' choice within the Academy, knowing that they are in a safe and supportive environment.
- Cyber-safety lessons and workshops

The Rule of Law

All people and institutions are subject to and accountable to law that is fairly applied and enforced.

At the Academy we promote the importance of the rule of law through such things as:

- Consistent use of 'Academy Expectations' across the Academy
- 'Non-negotiables' used consistently across the Academy
- Marking and feedback, as well as home-learning policies set clear boundaries which are explained clearly to children
- Links between GMP and our PCSOs who support school events and visit the Academy to deliver workshops across the year on student safety
- We regularly review behavior incidents in school and share them with relevant stakeholders
- A broad and balance curriculum that teaches the importance of respect for the law

Mutual Respect

The proper regard for an individual's dignity, which is reciprocated.

At the Academy we promote the importance of mutual respect through such things as:

- Respect is embedded in our 'Academy Expectations' which are the basis of our behavior policy and school ethos
- Our PSHE programme of study and assembly themes, teach concepts such as managing relationships, citizenship and responsibility
- An Academy Uniform Policy is enforced and both students and staff wear the Droylsden Academy logo with pride
- Lessons across school promote themes such as, empathy, respect, tolerance and difference
- Students have the opportunity to discuss a range of current issues. Topics include anti-bullying, racism, war, religion and love
- Our RE curriculum teaches mutual respect for a range of different religions and faiths
- Assemblies allow students to learn and reflect in the importance of mutual respect

Tolerance of those of different faiths and beliefs

A fair, objective and permissive attitude, to those whose faith and beliefs may differ from one's own.

At the Academy we promote the importance of tolerance of those with different faiths and beliefs through such things as:

- Visitors of different religions and faiths are welcomed into school and are often part of whole school assemblies
- Philosophy for Children (P4C) is used to give students an opportunity to discuss a range of current issues. Questions raised for discussion have included: Is there a God? What is Britishness? And is war necessary?
- Our RE programme of study allows students to examine a range of faiths and beliefs and promotes acceptance and tolerance of them
- Form Time activities allow students to learn about different faiths and beliefs

Equal Opportunities

Provision is made for all students regardless of ability, disability, special Educational need, medical condition, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the Academy will take measures against those who do not abide by this ethos.

Monitoring & Evaluating

Policy and practice is monitored and evaluated on a regular basis in accordance with the school development planning cycle. Monitoring may take the form of lesson observation, planning or book scrutinies. Feedback will be given to all staff along with recommendations to inform future policy and planning.