



Winterton Community Academy

Equality and Diversity Policy

1. CONTEXT

The legal and local framework for this policy is:

- Children Act 2004
- Equality Act 2010
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion within the Education and Inspections Act 2006
- North Lincolnshire Diversity and Equality Policy and Equality Scheme

2. AIMS AND VALUES

Our School mission clearly embraces equality and diversity in that it is our expressed aim to ensure that all young people attending Winterton Community Academy, are safe, happy and successful.

The values of the school underpin all aspects of policy and practice whereby all members of the school community are required to act in accordance with the values of Respect, Hard-Work and Positivity.

These values are promoted through the expectations we hold of our staff and students and through the aims and content of our wider curriculum.

As an inclusive school, 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, disability, race, religion or belief, sex, or sexual orientation. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Winterton Community Academy we will promote equality and not accept any form of discrimination. Through a proactive approach we prioritise education as the most effective method for eliminating discrimination however if necessary, consequences will be applied in line with the school behaviour management system.

We accept our responsibility to remove any barriers to access, participation, progression, attainment and achievement and aim to promote best practice at all times in line with the legal frameworks outlined above.

We aim to:

- provide a secure environment in which all our children can flourish;
- provide a learning environment where all individuals are valued 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 perceived differences, and the protected characteristics set out in the Equality Act 2010, including, age, disability, race, religion or belief, sex, or sexual orientation;
- 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 and evaluation of all relevant 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;
- 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.

3. LEADERSHIP, MANAGEMENT AND GOVERNANCE

Winterton Community Academy is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

- reviewing our effectiveness in building an inclusive school which promotes and celebrates equality and diversity, using quantifiable data and stakeholder feedback where appropriate to inform actions.

RESPONSIBILITIES

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish equality schemes;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- follow the school 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.
- monitor the progress and effectiveness of the policy via subject/link governor visits and Headteacher Reports.

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 DFE guidance;
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- provide regular reports and updates for Governors.

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 and proactively with all incidents from overt name-calling and inappropriate use of terms, to the more subtle forms of victimisation caused by perceived differences;

- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on any grounds;
- 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.

4. POLICY PLANNING AND REVIEW

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

Policy planning and development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All development plans will be designed with an element of impact assessment built in to monitor the success of each activity.
- 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 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 pupils / cohorts.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of all protected characteristics, ability or additional needs, looked-after status and free school meals.
- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity.
- The data collected is used to inform further school planning, target-setting and decision making.

Data will be processed to in line with the requirements and protections set out in the General Data Protection Regulation.