



Equal Opportunities and Diversity Policy

Updated Jan 2022

The Boury Academy is committed to equal opportunities and aims to be a place where everyone:

- is respected and respects others
- achieves to their potential
- develops performing arts skills
- exercises choice

We share the belief that no-one should receive less favourable treatment on the grounds of race, disability, physical ability, age, income, religion/belief, colour, ethnic or national origin, marital status, gender, gender reassignment, sexuality, nationality or trade union membership. The Boury Academy makes use of various funding and principal discretion to provide additional support to disadvantaged children.

The purpose of the policy is to ensure that unlawful discrimination (either direct or indirect) and other undesirable behaviour including harassment does not occur.

At The Boury Academy, we recognise that it includes all prospective and existing staff and students:

- girls and boys, women and men, binary and non binary
- people from minority ethnic backgrounds, Travellers, asylum seekers and refugees
- people of different religions and from different faith backgrounds
- people of all sexual orientations and transgendered people
- pupils who have English as an additional language (EAL)
- pupils with special educational needs
- children in public care
- other children, such as sick children, young carers, those children from families under stress, pregnant schoolgirls and teenage mothers
- any pupils and young people who are at risk of disaffection and exclusion.

2. THE LEGAL FRAMEWORK

The Equality Act 2010 supports our policy.

The Act deals with the way in which schools treat their pupils and prospective pupils; the relationship between one pupil and another is not within its scope. The determining factor would be how a school dealt with such issues between pupils.

2.2.1 Protected Characteristics

- age (for employees not for service provision),
- disability
- ethnicity

- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

It is unlawful to discriminate because of the protected characteristic of another person with whom the pupil is associated (e.g. Parents). It is also unlawful to discriminate because of a protected characteristic – even if you are mistaken. New protection makes it unlawful to treat a pupil unfavourably because she is pregnant or a new mother. Age is a protected characteristic in relation to employment and the Act extends this to goods and services, but this does not apply to pupils in schools.

2.2.2. Unlawful behaviour

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

2.2.3 Disability

- Schools are allowed to treat disabled pupils more favourably than non-disabled pupils and in some cases are required to do so, by making reasonable adjustments to put them on a level footing with pupils without disabilities.

2.2.4 Additional provisions for schools

- It is now unlawful to discriminate against a transsexual pupil
- It is now unlawful to discriminate against a pupil who is pregnant or has recently had a baby
- It is now unlawful to victimise a pupil for anything done in relation to the Act by their parent or sibling
- New Positive Action provisions allow schools to target measures which are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics.
- The “questions procedure” which enables a person thinking of bringing a complaint to issue a questionnaire seeking information about the alleged act of discrimination, now applies across the Act.

2.2.5 Employment

- May now use under-representation as a factor in deciding between two equally suitable candidates
- It is now unlawful for an employer to enquire about the health of an applicant for the job until a job offer has been made. There is an exception for enquiries about carrying out a function intrinsic to the work concerned.

3. SCHOOL'S OBJECTIVES

The aims of this policy will be met by:

3.1. Promoting the principles and practices of equality and justice

- Promote racial harmony, prepare pupils for living in a diverse and increasingly interdependent society and specifically to prevent and address racism, sexism and other forms of discrimination

- Comply with Equal Opportunities legislation and meet Ofsted criteria for Inclusion 3.2. Identifying and removing practices that may result in direct or indirect discrimination
 - Develop the support and training available for all staff to develop their practice in Equal Opportunities work
 - Monitor and evaluate by gender, ethnicity and disability
 - access to classes
 - attainment
 - funding
 - punishment and reward
 - parental involvement
 - staff recruitment, retention and career development
 - Monitor and evaluate annual data on the number and type of racist incidents in school
 - Ensure that families for whom English is an additional language have materials about The Boury Academy translated into their languages, as appropriate.
 - Ensure that our recruitment of new students is objective, clearly set out and does not disadvantage certain groups
 - Ensure funding is equally distributed to those who need it

DIVERSITY POLICY

1. We welcome our duties under the Race Relations 1976 as amended by the Race Relations Amendment Act 2000; the Disability Discrimination Acts 1995 and 2005; and the Sex Discrimination Act 1975 as amended by the Equality Act 2006.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these four sets of duties are essential for achieving the five outcomes of the Every Child Matters framework, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

GUIDING PRINCIPLES

In fulfilling the legal obligations referred to above, we are guided by seven principles.

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made

- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, women and men, and an absence of sexual harassment

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys.

ADDRESSING PREJUDICE AND PREJUDICE RELATED BULLYING

9. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1 and 2:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

10. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

ROLES & RESPONSIBILITIES

11. The Management Board is responsible for ensuring that The Boury Academy complies with legislation, and that this policy and its related procedures and strategies are implemented.
12. The Principals are responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
13. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

14. All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

INFORMATION & RESOURCES

15. We ensure that the content of this policy is known to all staff and, as appropriate, to all pupils and parents.
16. All staff have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

RELIGIOUS OBSERVANCE

17. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

BREACHES OF THE POLICY

19. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

MONITORING & EVALUATION

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

21. In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.
22. To review good practice we make use of a range of auditing schedules.