



# **The Complete Works Policies**

## **Equality and Diversity Policy**

**Prepared by: Jurita Bennett - Assistant Head November 2021**

**Reviewed by: Dean Phillips - Assistant Head November 2021**

**Ratified by: Adam Dalton - Headteacher November 2021**

**Date of next review: November 2022**



<b>1. Our Vision</b>	<b>2</b>
<b>2. Procedures and responsibilities</b>	<b>3</b>
2.1 The Senior Leadership Team Responsibilities	3
2.2 All Staff Responsibilities	4
<b>3. Specific actions</b>	<b>4</b>
3.1 Staff	4
3.2 Students	5
3.3 Parents/Carers and Visitors or Contract Staff	5
<b>4. Breaches of the Policy</b>	<b>6</b>
<b>5. Diversity and Inclusion Committee</b>	<b>6</b>
<b>6. Appendix</b>	<b>6</b>



## **1. Our Vision**

To create a fair and just school community, that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination and inequality including bullying.

### **The Policy**

This document forms the overarching policy governing good equality and diversity practice at TCW. We will assess our current school practices on a regular basis and implement all necessary resulting actions in relation to:

- age
- disability
- gender
- gender identity
- marriage or civil partnership
- pregnancy
- race and nationality
- religion or belief
- sexual orientation

We believe that all students, employees and other people who we work with should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

We recognise that monitoring and evaluation of equality is essential to ensure students and staff are not being disadvantaged, and that monitoring leads to action planning for positive change.

In order to implement our vision and values 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;



- provide positive non-stereotyping information about different groups of people regardless of age, disability, gender, gender identity, marriage or civil partnership, pregnancy, race and nationality, religion or belief or sexual orientation.
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage.

We take all experiences of bullying and hurtful behaviour resulting from bullying such as racism seriously. We invite all our students in particular to talk to us about bullying, where it happens, who is doing it, and what it involves. Please see our anti-bullying policy for further information.

TCW commit to:

- being a learning organisation which recognises the contribution of all students, staff, parents and other partners and which is supportive, fair, just and free from discrimination
- continue to develop preventative measures to deal with discrimination including promoting human rights and equality through the PSHE Curriculum
- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- 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.

Detailed implementation, responsibilities and the legal framework for this policy are described in the procedures and appendix which follow.



## **2. Procedures and responsibilities**

### **2.1 The Senior Leadership Team Responsibilities**

*SLT are responsible for:*

- A. Ensuring that the school complies with equality legislation;
- B. Meeting requirements to publish equality schemes;
- C. Scrutinizing the recording and reporting procedures at least annually;
- D. Following the approved admissions policy, which is fair and equitable in its treatment of all groups;
- E. Monitoring attendance and take appropriate action where necessary;
- F. Applying equal opportunities in staff recruitment and professional development
- G. Providing information in appropriate, accessible formats;
- H. Being involved in dealing with serious breaches of the policy.
- I. Implementing the policy and its strategies and procedures;
- J. Being proactive in recruiting high-quality applicants from under-represented groups.
- K. Ensuring that all staff receives appropriate and relevant continuous professional development;
- L. Actively challenging and taking appropriate action in any cases of discriminatory practice;
- M. Dealing with any reported incidents of harassment or bullying in line with LA guidance;
- N. Ensuring that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;
- O. Producing a report on progress for the trustees annually.

### **2.2 All Staff Responsibilities**

*All staff both teaching and non-teaching are responsible for:*

- A. Being vigilant in all areas of the school for any type of harassment and bullying;
- B. Dealing effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences;
- C. Identifying and challenging bias and stereotyping within the curriculum and in the school's culture;



- D. Promoting equality and good relations and not discriminate on grounds of race, gender, religion, age and sexual orientation;
- E. Promoting an inclusive curriculum and whole school ethos which reflects our diverse society;
- F. Keeping up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.
- G. Reporting any incidents using the school's MyConcern reporting system and monitoring these accordingly.

### **3. Specific actions**

#### **3.1 Staff**

Staff will treat each other and all students with respect.

- A. Staff will examine the ideas and images in books and other resources and will challenge negative images and give all students positive images.
- B. Policies on display in the school will reflect it's multi-racial population.
- C. Attendance at in-service training courses on equal opportunities will be encouraged.
- D. Staff will make every effort to understand the origins and nature of racism and sexism and to recognise their own prejudice where it exists.
- E. The school values the fact that many students are bilingual and will encourage the teaching and/or use of community languages.
- F. Positive links will be developed with the homes of students and communities from which our students come
- G. Preventing and dealing with discriminatory behaviour, abuse, bullying and intimidation is the responsibility of all staff.
- H. Appointment and promotion of staff will be made and monitored in accordance with the school's Recruitment policy.
- I. Infringement of the policy will be seen as a disciplinary issue and will be dealt with according to the staff disciplinary procedures as specified in the staff handbook.

#### **3.2 Students**

- A. All students are valued for themselves and can expect to have their culture and language treated positively and with respect.
- B. Students will be given the opportunity in the classroom to discuss and to identify and understand racism, sexism and other forms of prejudice.
- C. If students feel they have been racially abused or bullied they should report the matter immediately to any member of staff



- D. All students can expect to be listened to and have their complaints investigated. If a student feels that their complaint has not been properly dealt with they may take the matter to the Headteacher.
- E. Students who have suffered racist or sexist behaviour, abuse, bullying or intimidation will be supported by the school. Anyone who has committed such offences will be dealt with in accordance to our Behaviour Policy
- F. All students should treat each other and staff with respect.

### 3.3 Parents/Carers and Visitors or Contract Staff

- A. Parents/Carers are very important to the school and in particular they have much to contribute to our equal opportunities policies; their views are welcome and valued at all times. We ask that all Parents/Carers fully support the school's Equal Opportunities policy.
- B. The school will discuss with parents/carers any incidents of racist or sexist abuse or bullying in which their child has been involved.
- C. If parents/carers are aware of incidents of racism, sexism or bullying then they should contact the school.
- D. Any visitors or contract staff visiting or working at the school who become aware of any incidents of racism or sexism should report them to the Headteacher or one of the senior staff. They should also abide by the code of conduct established by the school in relation to equal opportunities and racial equality.

## 4. Breaches of the Policy

All contraventions of this policy will be treated as disciplinary matters and will be rigorously followed up using the appropriate procedures and reported to the Headteacher/Trustees and LA as required.

## 5. Diversity and Inclusion Committee

The TCW Diversity and Inclusion Committee was created in recognition of the need for our school to create a platform where experience can be shared and ideas created that ensures our school is as diverse and inclusive as possible.

The meeting takes place once a half term and is able to be chaired by any member of staff (staff interested in chairing the meeting should contact Dean Phillips to volunteer).



A member of the SLT will be present at the meeting and will relay information to the wider SLT team to ensure that ideas can be implemented.

The D&I committee is an environment of collaboration and suggestions, however, is not a replacement for the procedures outlined above.

## **6. Appendix**

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Race Relations Act (Statutory Duties) Order 2001;
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2010
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Sex Discrimination Act 1975;
- Race Relations Act 1976;
- Disability Discrimination 1995;
- Sex Discrimination Act (Public Authorities) (Statutory Duties) Order 2006;
- Employment Equality (Religion and Belief) Regulations 2003;
- Employment Equality (Sexual Orientation) Regulations 2003;
- Employment Equality (Age) Regulations 2006.

For further guidance cross refer to the Equality and Human Rights Commission (URHC)