**Equality and Diversity Policy**

**INTRODUCTION**

**Equality and Diversity**

Equality is about creating a fairer society, where everyone can take part and where everyone has the opportunity to be all they can be. Equality of opportunity has a legal framework to ensure protected groups are not discriminated against.

Diversity is about recognising and valuing difference, where everyone is respected for who they are.

This Equality Policy aims to integrate equality into the school’s core priorities and functions. It will inform our School Development Plan and will enable us to:

1. Demonstrate how promoting equality and eliminating discrimination can help raise standards
2. Ensure that equality and diversity are part of the school’s core business both as a school and as an employer
3. Promote community cohesion and good relations between students and staff of different backgrounds through education
4. Promote pupils’ spiritual, moral, social and cultural development (including the fostering of British Values).
5. Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections and the school development plan
6. Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

The Equality Act 2010 covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment. The protected characteristics are:

1. Age
2. Disability
3. Race
4. Gender
5. Gender reassignment
6. Sexual orientation
7. Pregnancy and maternity
8. Religion or belief
9. Marriage and civil partnership

The Act also gives schools specific duties to help them to meet the general duty. This includes a duty to prepare and maintain equality schemes for each area. At The Tutorial Foundation this is done through a single equality policy and scheme covering race, gender, gender reassignment, age, religion, sexual orientation, marital/civil partnership status and disability. This policy has been developed with the School’s values and principles. All employees are required to support the ethos of the school in their professional life and recruitment policies reflect that requirement as the law allows. Admissions policies are formulated in accordance with **the Code of Practice for Admissions.**

**EQUALITIES STATEMENT IN THE CONTEXT OF THE SCHOOL’S ETHOS**

This Policy celebrates and recognises the work that our school is undertaking to promote diversity and equality through the introduction of the UNICEF UK rights respecting schools award

Our school aims to meet the challenge to develop children and young people as responsible citizens who:

1. show respect for others; who understand different beliefs and cultures;
2. are developing informed, ethical views of complex issues;
3. know why discrimination is unacceptable and how to challenge it; and
4. understand the importance of celebrating diversity and promoting equality.

We promote learning within a positive ethos and climate of respect and trust based upon shared values across the school community:

1. Including parents, whether for young people in school or those not in school.
2. All members of staff contribute through open, positive, supportive relationships where children and young people will feel that they are listened to.
3. Promoting a climate in which children and young people feel safe and secure.
4. Modelling behaviour which promotes effective learning and wellbeing within the school community.
5. Being sensitive and responsive to each young person’s wellbeing.

The entitlement to develop, learn and work in an environment free from discrimination is implicit in the school’s ethos, the core of which is the ultimate worth and dignity of every human being. No member of the school community shall suffer unfair direct or indirect discrimination on the basis of gender, gender reassignment, disability, age, race, language or national background, sexual orientation, marital/civil partnership status, religion or belief.

Allegations of victimisation or harassment associated with discrimination shall be investigated and pursued in line with the School’s grievance and discipline policy. The School recognises that in some cases it may be necessary to put in place more favourable treatment for some individuals or groups in the interests of securing sustainable equality or access and opportunity. The assurance of equality of opportunity and freedom from discrimination must permeate all aspects of school life, including in particular:

 · Teaching, learning and assessment

 · Behaviour and sanctions

 · Student rewards

 · Advice and guidance

· Personal development and pastoral care

· Extra-curricular opportunities and participation

 · Admissions and attendance

· The curriculum and options

 · Staff recruitment, promotion and professional development

· Partnerships with parents and communities

**Embedding Equalities and Diversity in the Curriculum**

**Curriculum areas and subjects**

The curriculum offered at the Tutor Foundation encourages all pupils to develop positive attitudes about themselves as well as to people who are different from themselves. Equality and diversity is embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability.

We promote learning which children and young people should experience through their broad general education. These experiences and outcomes are organised into several curriculum areas. We encourage the curriculum to be organised and planned in creative ways which encourage deep, sustained learning and which meet the needs of their children and young people.

**LEADERSHIP AND MANAGEMENT**

We are committed to:

 · Actively tackling discrimination and promoting equal opportunities and positive attitudes

 · Encouraging, supporting, and helping all students and staff to reach their potential

· Working with parents and guardians, and with the wider community, to tackle discrimination, and to follow and promote good practice

 · Making sure the single equality scheme is implemented and monitoring its effectiveness in promoting race, gender and disability equality.

**ROLES AND RESPONSIBILITIES**

All who are associated with the Tutor Foundation have a responsibility for promoting equality and inclusion and avoiding unfair discrimination.

**The Advisory Board:**

* Provide leadership and drive for the development and regular review of the school’s policies
* Provide leadership and ensure the accountability of the Head teacher and senior leadership team for the communication and implementation of school policies
* Highlight good practice and promote it throughout the school and wider community
* Provide appropriate role models for staff, pupils, Parents / Carers and all other stakeholders
* Reward examples of good practice from the school
* Ensure a consistent response to incidents e.g. bullying cases and racist incidents
* Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of ‘returns’ to the local authority)
* Making sure the school complies with all current equality legislation
* Making sure this policy and its procedures are followed
* Making sure that the school has up-to-date Equality Schemes and Action Plans

**Headteacher:**

* Initiate and oversee the development and regular review of equality policies and procedures
* Consult pupils, staff and stakeholders in the development and review of the policies
* Ensure the effective communication of the policies to all pupils, staff and stakeholders
* Ensure that staff are trained as necessary to carry out the policies
* Oversee the effective implementation of the policies
* Hold subject leaders accountable for effective policy implementation
* Provide appropriate role models for all staff and pupils
* Provide opportunities and mechanisms for the sharing of good practice
* Take appropriate action in cases of harassment and discrimination and ensure a consistent response to incidents e.g. bullying, homophobic and racist incidents
* Ensure that the school carries out its statutory duties effectively
* Incorporate equality targets into the School Improvement Plan to ensure all individuals and groups, regardless of race, gender, disability or other factors achieve their potential and make good progress

**Staff:**

* Proactively following this policy and any associated guidelines
* Providing role models for pupils through their own actions
* Dealing with racist, sexist and homophobic incidents, and recognising and tackling other forms of bias and stereotyping
* Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances
* Keeping up to date with the law on discrimination and taking training and learning opportunities offered to them

**Pupils:**

* Treating others kindly and fairly without prejudice, discrimination or harassment
* Attending and engaging in their own learning as well as helping other pupils to learn
* Telling staff about any prejudiced related incidents that occur

**Parents /Carers :**

* Supporting our school in its implementation of this policy
* Following the school policy through their own behaviour
* Ensuring their children attend and engage in the learning
* Telling staff about any prejudice related incidents that occur

**Visitors and Contractors:**

* Knowing and following our policy

**COVERING THE SPECIFIC DUTIES**

**Employment**

* Posts are advertised and all applicants are judged against explicit and fair criteria
* Applicants are welcome from all backgrounds and posts are open to all
* The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau – this ensures a fair selection process
* All job descriptions include a commitment to equality and diversity as part of their specifications
* We monitor our application process to ensure that it is fair and accessible
* We may use the exemption clauses of the Race Relations Act and the Sex Discrimination Act where this is necessary to enable the service to best meet the needs of the community

 **Planning and developing policy**

* We will ensure that the needs of ethnic minority groups are particularly taken into account in all school planning processes and in the development of school policies.
* We will also ensure representation from children and adults with regard to gender, age, and sexual orientation and disability issues.
* We will ensure that their needs are particularly taken into account in all school planning processes and in the development of school policies.
* We will consult as far as possible with affected groups in policy development and review, including those with disabilities.
* Our aim will be to ensure absolute equality of opportunity for all. Targets will be set when it is appropriate to do so.
* The effectiveness of our policy will be judged via our normal consultation channels.

**Monitoring and Evaluation**

As part of the monitoring and evaluation procedure, we will monitor:

* The attainment of pupils and those from vulnerable groups and address any issues of differential progress and achievement
* The exclusion and other aspects of the behaviour management system by protected characteristics
* The teaching and learning to ensure all pupils’ needs are met irrespective of their background and that challenging targets are set for all
* The curriculum and teaching resources to ensure that pupils’ experiences are broadened, and they are prepared for life in a diverse society
* The protected characteristic composition of the school’s staff and the Advisory Board, with the aim of presenting positive role models and reflecting the diversity in wider society
* Incidents of racist and homophobic behaviour and the way the school handles and reports them
* The way in which the school is sensitive to, and meets the needs of all stakeholders, paying particular regard to cultural, religious historical, ethnic and/or linguistic heritages
* The way in which the school uses the diversity within its local and wider communities to enrich learning experiences for pupils

The effectiveness of this policy will be monitored annually and reviewed every year in the light of new legislations and best practice. In considering the effectiveness of this policy consultation will be undertaken with staff, the Advisory Board, pupils and Parents / Carers to assist in this review process.

**PUTTING THE EQUALITIES POLICY INTO PRACTICE**

1. **Publication and Dissemination**
* We are committed to sharing information about our Equality, Diversity and Inclusion Policy as broadly as appropriate. To this end, we will publish an annual update consisting of impact assessment results, progress made, refinements, amendments and new actions.
* This equalities policy will be monitored in line with our practice for the monitoring and review of all school policies. We shall develop a training strategy which includes training and support for staff and the Advisory Board, and this strategy will be managed by the Head teacher. Training will be reported and assessed using our normal processes.
* The Policy will be published as part of the Advisory Board policy documentation, and will be made available to any staff, students, parents or others who request it. Any breaches of this policy will be treated with gravity and dealt with via normal disciplinary procedures.
* An accessibility plan will be in place and regularly updated to ensure that progress is being made towards making school opportunities increasingly available to students with disabilities, physical, emotional or cognitive.

Policy Sign off and review

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| --- | --- | --- |
|  | By whom | Date |
| Policy signed off by | Julia Low | 1st November 2017 |
| Reviewed by | Emma Clyde | 14th November 2021 |
| Next Review By | Julia Low | 14th November 2022 |

**Appendix 1**

These Appendices will be replaced to incorporate new relevant legislation

Gender (sex):

 · Sex Discrimination Act 1975, as amended Equality Act 2010

Gender (reassignment):

· Sex Discrimination (Gender Reassignment) Regulations 1999

 Race:

 · Race Relations Act 1976, as amended Race Relations (Amendment) Act 2000

Disability:

 · Disability Discrimination Act 1995, as amended Special Educational Needs and Disability Act 2001

 · Disability Discrimination Act 2005

 Sexual orientation:

· Employment Equality (Sexual Orientation)

Regulations 2003, as amended

 Religion or belief

 · Employment Equality (Religion or Belief) Regulations 2003, as amended Equality Act 2006

 Age

· Employment Equality (Age) Regulations 2006

**Appendix 2**

 **Disability Discrimination Act 2005 Definition of Disability**

The DDA defines a disabled person as someone who has:

 ‘A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

 Definition of the terms:

 · ‘physical impairment’ includes sensory impairments

· ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness

 · ‘substantial’ means ‘more than minor or trivial’

· ‘long-term’ is defined as 12 months or more

 The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

· mobility

· manual dexterity

 · physical co-ordination

 · continence

 · ability to lift, carry or otherwise move everyday objects

 · speech, hearing or eyesight

· memory or ability to concentrate, learn or understand

 · perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.