

# global academy

## Diversity and Inclusion at work Policy

## 1. Purpose

- 1.1. The purpose of this policy is to set out in detail how our academy intends to comply with the Equality Act 2010 along with outlining the academy's approach to inclusion.
- 1.2. In our academy, staff are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from the academy, irrespective of age, disability, gender, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We will adhere to the legal definitions of these protected characteristics as set out by the Equality and Human Rights Commission (EHRC) code of practice. We aim to develop a culture of inclusion and diversity, in which all those connected to the academy feel proud of their identity and able to participate fully in academy life.
- 1.3. The achievement of students will be monitored by ethnicity, gender, age and disability and we will use this data to support students, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## 2. Mainstreaming diversity and inclusion into Policy and Practice

- 2.1. Whilst the academy operates equality of opportunity in its day to day practice which is highlighted throughout this policy, specific actions are set out in the Academy Improvement Plan and Academy Evaluation Framework.

### Teaching and Learning

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of students;
- Monitor achievement data by ethnicity, gender and disability and action any gaps, including providing targeted support where appropriate;
- Take account of the achievement of all students when planning for future learning and setting challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society ;

- Use materials that reflect the diversity of the academy population and local community without stereotyping and expose students to a range of thoughts and ideas;
- Promote attitudes and values that will challenge racist, sexist, homophobic, biphobic, transphobic and other discriminatory behaviour or prejudice;
- Provide opportunities for all students to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents and carers in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which challenge stereotypes, encourage social cohesion, raise expectations and have a positive impact on learning;
- Include teaching and classroom- based approaches appropriate for the whole academy population, which are inclusive and reflective of our students.
- Seek to involve the community around the academy in the celebration and raising awareness of cultural issues

## 2.2. **Admissions and exclusions**

Our admissions arrangements are fair and transparent, and do not discriminate on the protected characteristics or socio-economic factors.

Exclusions will always be based on the academy's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any disproportionate practice is identified and dealt with.

## 3. **Equal Opportunities for Staff**

3.1. This section deals with aspects of equal opportunities relating to our staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

3.2. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are also committed to ensuring wherever possible that the staffing of the academy reflects the diversity of our community.

### 3.3. **Employer Duties**

As an employer we need to ensure that we eliminate discrimination, victimisation and harassment in our employment practice and advance equality across all groups within our workforce.

Equality aspects such as age, gender, race, disability, sexual orientation, gender reassignment, marriage and civil partnerships, pregnancy and maternity, religion and belief are considered when appointing staff and particularly

when allocating Teaching and Learning (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff
- Continued professional development opportunities for all staff, which are monitored as part of the performance management process;
- Senior Leadership Team support to ensure equality of opportunity for all.

#### **4. Equality and the Law**

4.1. Our academy will ensure it does not unlawfully discriminate against its students, prospective students, job applicants or parents/carers in the performance of its duties, policies and practices.

4.2. Discrimination means treating someone less (or more) favourably than a “comparator”. Harassment (which is one form of discrimination) means violating someone’s dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Victimisation means discrimination because of a previous complaint.

4.3. We recognise that discrimination can occur in the following ways and will actively work to alleviate it:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from disability including failure to make reasonable adjustments and provide auxiliary aids and services
- Harassment
- Victimisation

#### **5. Roles and Responsibilities**

##### **5.1. Roles of the Governors**

The governing body sets out its commitment to equal opportunities in this policy and it will continue to do all it can to ensure that the academy is fully inclusive to students, and prospective students, and responsive to their needs.

The governing body seeks to ensure that people are not discriminated against when applying for jobs at our academy on grounds of the protected characteristics and will take all reasonable steps to ensure that the

academy environment gives access to people with disabilities, and strive to make academy communications as inclusive as possible for parents, carers and students.

The governing body welcomes all applications to join the academy, whatever a child's socio-economic background, age, race, gender, disability, sexual orientation, marital status, pregnancy, religion or belief, or gender identity.

The governing body is liable for any breaches of legislation. It is also liable for the actions of its employees and agents of the academy, unless it can show that it took all reasonable steps to prevent discrimination, harassment or victimisation taking place.

## **5.2. Role of the Principal**

It is the Principal's role to implement the academy's Diversity and Inclusion at Work Policy and is supported by the governing body in doing so.

It is the Principal's role to ensure that all staff are aware of the Diversity and Inclusion at Work Policy and that teaching and non-teaching staff apply these guidelines fairly in all situations.

The Principal ensures that all appointment panels give due regards to this policy, so that no-one is discriminated against when it comes to employment and training opportunities.

The Principal promotes the principle of equal opportunity when developing curriculum, and promotes respect for other people and other opportunities to participate in all aspects of academy life.

The Principal treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

## **5.3. Role of all Staff: Teaching, Non-Teaching & Agency staff**

All staff will ensure that all students and members of staff are treated fairly, equally and with respect, and will maintain awareness of the academy's Diversity and Inclusion at Work Policy.

All staff will strive to provide material that gives positive images and challenges stereotypical images. All staff will challenge any incidents of bullying, prejudice, racism, sexism, homophobia, biphobia, transphobia and record any serious incidents, drawing them to the attention of the Principal.

Teachers support the work of non-teaching staff and encourage them to intervene in a positive way against any discrimination incidents.

Staff are personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment.

The academy will ensure that all staff fully understand our commitments to equality and inclusion and receive the necessary training and development to uphold their responsibilities.

## **6. Review of Progress and Impact**

- 6.1. This policy has been agreed by our governing body. The academy has a rolling programme for reviewing policies and their impact. In line with legislative requirements, we will review progress against our Diversity and Inclusion at Work Policy annually as part of academy improvement planning.
- 6.2. The academy makes regular assessments of students learning and uses this information to track student progress. As part of this process, we regularly monitor achievement by race, gender and disability, to ensure that all groups of students are making the best possible progress, and take appropriate action to address any gaps.

## Appendix A: PROTECTED CHARACTERISTICS

The protected characteristics for the academy's provisions are:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

### Age

The Act protects employees of all ages but is the only characteristic that allows employers to justify discrimination. The employer would need to demonstrate that to apply different treatment because of someone's age constitutes a proportionate means if meeting a legitimate aim, then no discrimination will have taken place.

### Disability

Someone who has the protected characteristic of disability have a physical and/or mental impairment which has what the law calls 'a substantial and long term adverse effect on their ability to carry out regular day to day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause. In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses) diabetes, asthma epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below)
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia. The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total

period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur, they will be considered to be a disabled person.

- Whether the effect of the impairment is to make it more difficult and/or time consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'regular day to day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glass or contact lenses, which is taken into account.

## **Gender Reassignment**

Gender reassignment is a personal process (rather than a medical process) which involves a person expressing their gender in a way that differs from or is inconsistent with the physical gender they were assigned at birth.

This personal process may include undergoing medical procedures or, as is more likely for academy students, it may simply include choosing to dress in a different way as part of the personal process of change.

A person will be protected because of gender identity where they:

- Make their intention known to someone – it does not matter who this is, whether it is someone at the academy or at home or someone like a doctor.
- Once they have proposed to undergo gender assignment they are protected, even if they take no further steps or decide to stop later on
- They do not have to have reached an irrevocable decision that they will undergo gender reassignment, but as soon as there is a manifestation of this intention they are protected
- Start or continue to dress, behave or live (full or part time) according to the gender they identify as a person
- Undergo treatment related to gender reassignment, such as surgery or hormone therapy; or
- Have received gender recognition under the Gender Recognition Act 2004

It does not matter which of these applies to a person for them to be protected, because of the characteristic of gender reassignment.

## **Marriage and Civil Partnership**

The Act protects employees who are married or in a Civil Partnership.

## **Pregnancy & Maternity**

The Act continues to protect women against discrimination because they are pregnant or have given birth



## **Race**

Race is protected under the Act; this covers a person's:

- Colour
- Nationality (including citizenship), and/or
- Ethnic or National Origin

And a racial group is composed of people who have or share a nationality or ethnic or national origins.

A person has the protected characteristics of ethnicity if they belong to a particular racial group.

Racial groups can comprise two or more racial groups such as 'British Asians'.

## **Religion or Belief**

The protected characteristic of religion or belief includes any religion and any religious or philosophical belief. It also includes a lack of any such religion or belief.

A religion need not to be mainstream or well known to gain protection as religion. It must, though, be identifiable and have a clear structure and belief system. Denominations or sects within religions may be considered a religion. Cults and new religious movements may also be considered religions or beliefs

Belief means any religious or philosophical belief and includes a lack of belief.

'Religious belief' goes beyond beliefs and adherence to a religion or its central articles of faith and may vary from person to person within the same religion.

A belief which is not a religious belief may be a philosophical belief, such as humanism or atheism.

A belief need not include faith or worship of a god or gods, but must affect how a person lives their life or perceives the world.

For a belief to be protected by the Equality Act:

- It must be genuinely held
- It must be a belief and not an opinion or viewpoint based on information available at the moment.
- It must be a belief as to a weighty and substantial aspect of human life and behaviour.
- It must attain a certain level of cogency, seriousness, cohesion and importance.
- It must be worthy of respect in a democratic society.
- It must be compatible with human dignity and not conflict with the fundamental rights of others.

## **Gender**

A person's gender refers to the fact that they are male, female, trans or gender neutral. In relation to a group of people, it refers to either men, boys, women, girls or those who identify as transgender.

## **Sexual Orientation**

Sexual orientation means the attraction a person feels towards males, females and trans people, which determines who they form intimate relationships with or are attracted to.

- Some people are attracted to those of the same sex (lesbian women and gay men)
- Some people are attracted to males and females (bisexual people)
- Some people are attracted to males, females and trans people (pansexual people)
- Some people are attracted to the opposite sex (heterosexual people)
- Some people have relationships but not sexual relationships (asexual people)

Everyone is protected from being treated poorly because of sexual orientation, whether they are bisexual, gay, lesbian, asexual, pansexual or heterosexual.

Sexual orientation discrimination also covers discrimination connected with manifestation of that sexual orientation.