



Tamworth Enterprise College Equalities and Diversity Policy

Policy to be reviewed on:	October 2019
As defined by the AET Governance and Accountability Framework (ARCI)	AET Board
Accountability:	
Responsibility	SLT

TAMWORTH ENTERPRISE COLLEGE

EQUALITIES AND DIVERSITY POLICY

TEC believes the promotion of community cohesion and equality of opportunity should be at the heart of all its work and aspirations.

1. AIMS

- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- **Teaching, learning and curriculum** – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.
- **Engagement and extended services** – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

In fulfilling the above and our legal obligations summarised in Appendix A, 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

- whatever 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 do not discriminate, but differentiate, as appropriate, taking into account 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, and transgender individuals 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 individuals of either gender or transgender, hence promoting a community free 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
- whatever 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.

2. Ethos and organisation

We ensure that the principles listed above apply also to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and assessment
- Learners' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community.

3. The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles above.

4. Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling its legal duties:

- 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.

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.

5. Roles and responsibilities

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
- A member of the governing body has a watching brief regarding the implementation of this policy.
- The Principal is 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.
- A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
- 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 students in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work.

6. Information and resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and parents.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

7. Religious observance

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

8. Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. Breaches of the policy

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 Principal and governing body.

10. Monitoring and evaluation

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

In particular we collect, analyse and use data relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity and gender.

To review good practice we make use of a range of auditing schedules.

Date approved by the Governing Body:

APPENDICES

Appendix A: Summary of legislative requirements

Appendix B: Current action plan

Appendix C: Summary of relevant data about the composition of the school and about achievement data broken down by disability, ethnicity and gender

[Appendix A : Legal Requirements](#)

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.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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.

The following duties are from the GTC website and is recommended as a point of reference to Ofsted Inspectors in the document 'Inspecting Equalities' (Sept 2009).

Race Equality Duty

published: March 2009

The Race Relations Act 1976, as amended in 2000, places a statutory general duty on public authorities to promote race equality. It is designed to help public authorities provide fair and accessible services, and to improve equal opportunities in employment. The general duty is obligatory and states that public authorities must have 'due regard to the need' to:

- eliminate unlawful racial discrimination
- promote equal opportunities
- promote good relations between people from different racial groups.

Schools must also meet a set of specific duties. They must:

- prepare and maintain a Race Equality Policy, with an action plan
- involve appropriate and diverse stakeholders in developing the policy
- assess the impact of all their policies on pupils, staff and parents of different racial groups
- monitor, by reference to their impact on such pupils, staff and parents, the operation of such policies
- implement the actions set out in the policy within three years, unless it is unreasonable or impracticable to do so
- take reasonable steps to report on progress annually and review and revise the scheme at least every three years.

Schools, along with other public authorities, have been required to undertake these steps since May 2002.

Disability Equality Duty

published: March 2009

Since September 2002, it has been unlawful for any school to discriminate against disabled pupils in:

- admissions

- education and associated services
- exclusions.

These duties sit alongside the Special Educational Needs Framework.

In December 2006, the Disability Equality Duty (DED) also came into force. It is an important new duty aimed at promoting disability equality across the public sector. The DED sets out what public authorities must have due regard to in order to promote equality of opportunity. They must:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled people that is related to their disability
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favorable treatment.

To assist in meeting the DED, schools are also covered by specific duties which, means they must:

- publish a disability equality scheme which includes an action plan
- involve disabled people in producing the scheme and action plan
- demonstrate they have taken the actions in the scheme and achieved appropriate outcomes
- report on progress
- review and revise the scheme at least every three years.

The DED came into force on 4 December 2006. Secondary schools were required to have published their schemes by then and primary and special schools and pupil referral units who had until 3 December 2007 to publish their schemes.

The EHRC has various documents about the DED for schools including:

- Schools and the Disability Equality Duty in England and Wales
- The Disability Equality Duty: what does it mean for schools in England and Wales?
- Both are available on the Disability Equality Duty documents page of the EHRC website.

Gender Equality Duty

published: March 2009

The Gender Equality Duty (GED) came into force on 6 April 2007 and requires public authorities, including schools, to:

- promote gender equality
- eliminate sex discrimination.

Unlike the disability and race equality duties, which have different requirements for different sectors, the GED requires all public authorities, including schools, to comply with the same specific duties.

To meet the specific duties, schools should:

- prepare and publish a gender equality scheme, with an action plan
- involve stakeholders in developing the scheme
- gather and use information on how the school's policies and practices affect gender equality in the workplace and in the delivery of its services
- consider the need to have objectives to address the causes of any gender pay gap
- assess the impact of the school's current and future policies and practices on gender equality
- implement the actions set out in the scheme within three years, unless it is unreasonable or impracticable to do so
- report on progress annually and review and revise the scheme at least every three years.

Duty to promote community cohesion

published: March 2009

A new duty for schools to promote community cohesion has now come into force.

This duty was established by the Education and Inspections Act 2006. It came into force on 1 September 2007, and was an addition to schools' existing equality duties. The Act also requires Ofsted to inspect and report on the contribution that schools make to community cohesion and this will happen from September 2008.

The Department for Children, Schools and Families has produced guidance on implementing the duty which provides information on community cohesion and how it relates to what schools do.

What should schools do?

All schools, whatever their mix of children and young people, are responsible for helping them all to live and thrive alongside people from a variety of backgrounds. Schools need to:

- provide opportunities for interaction between pupils from different backgrounds

- consider how aspects of their work already support integration and community harmony
- review what has worked so far, and consider if there's scope for a stronger focus on the impact of their activities on community cohesion
- consider how the community cohesion duty could contribute to promoting children's well-being and help to deliver the Every Child Matter outcomes.