



The Sutton Academy

Equality & Diversity Policy

Status	Statutory
Responsible Trustees' Committee	Trust Board
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Responsible Person	Mr P Willerton
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1. Introduction

1.1 This Equality Policy for The Sutton Academy Trust brings together all previous policies, schemes and action plans around equality including those that we had previously for Race, Gender and Disability. It includes all the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are further committed to the development of cohesive communities both within our academy's physical boundaries and within our local, national and global environments.

The general duties under the Equality Act 2010 are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity, and
- foster good relations between groups

The Sutton Academy welcomes our responsibility to promote community cohesion and are committed to developing good relations across different cultures, ethnic, religious (and non-religious) and socio-economic groups. Our academy embraces the aim of working together with others to improve children's educational and wellbeing outcomes, and notes the rights set out in the UN Convention on the Rights of the Child.

1.2 Over recent years, academies have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities, and recognising their role in promoting an understanding of equality for different groups of people. Much of this work is in response to legislation that places an increased duty on academies and other settings, but it also sits within the specific context of a academy's role in providing learning and opportunities for all - it is about fairness, rights and justice.

1.3 Equality legislation exists to protect people but also to try and advance equality. Inequality still persists in the UK despite 40 years of equality legislation. We know that some groups do less well than their peers in terms of progress, achievement and later life chances. This picture is reflected nationally. The recognition of diversity and promotion of inclusive and equality practices will help to overcome this disparity.

1.4 The Equality Act 2010 harmonises and streamlines legislation that has come before it. The Act refers to protected characteristics:

- Age (relevant to staff only in our context)
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and Civil Partnership (relevant to staff only in our context)

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) on public bodies including maintained schools and Academies.

2. Overall aims of the Equality Policy

2.1 To ensure that equality and inclusive practice are embedded across all aspects of academy life the Equality Policy refers to the UN Convention on the Rights of the Child, which includes recognition of a range of educational, wellbeing, and material outcomes.

2.2 Overall, the Academy's aim is:

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our academy and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

3. Application of the Policy

3.1 The Academy's Equality Policy is inclusive of our whole academy community – students, staff, parents/carers, visitors and partner agencies – with whom we have engaged and who will contribute to the ongoing development of our policy and equalities work.

3.2 The purpose of this Policy is to set out how our practice and policies have due regard to the need to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations between groups.

It explains how the Academy aims to listen to and involve students, staff, parents and the community in achieving better outcomes for our children and young people.

4. The Sutton Academy approach

4.1 The Sutton Academy seeks to embed equality of access, opportunity and outcome for all members of our academy community, within all aspects of academy life.

4.2 The Sutton Academy actively seeks out opportunities to embrace the following key concepts:

- Shared Humanity. Identifying commonality and shared values, aspirations and needs underpins our approach to equality. We value our fundamental similarities and universality.
- Valuing difference and diversity. We appreciate the richness within our differences and look for ways of celebrating and understanding them better.
- Interdependence, interaction and influence. We recognise that, as they evolve, distinct cultures, beliefs and lifestyles will impact on and inform each other.

- Social cohesion within our academy and within our local community.
- Excellence. We aim to inspire and recognise high personal and collective achievement throughout our community, the UK and the wider world.
- Personal and cultural identity. We will provide opportunities to explore and value the complexity of our personal and cultural identities.
- Fairness and social justice. We will develop our understanding of the inequality that exists in society and explore ways of individually and collectively promoting a more equitable society

5. The Sutton Academy vision statement about Equality

5.1 The Academy seeks to foster warm, welcoming and respectful environments, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence.

5.2 The Academy recognises that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

5.3 The Academy will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create cohesive communities.

6. The Sutton Academy Duties

6.1 The Academy recognises and accepts the equality duties as set out in the Equality Act 2010 and will seek to involve the whole academy community in the process in order to ensure better outcomes for all. We are also guided by the United Nations Convention on the Rights of the Child.

6.2 The Academy will ensure it identifies opportunities for promoting the Academy vision, the key concepts and the duties on equality legislation across all aspects of academy life, including the provision of extended services.

6.3 These opportunities may include all or some of the following, dependent on the Academy's current priorities:

- The engagement, participation and involvement of a broad and diverse range of children, young people, their parents and partner agencies.
- Preparation for entry to the academy.
- Academy policies.
- Breaks and lunchtimes.
- The provision of academy meals.
- Interaction with peers.
- Opportunities for assessment and accreditation.
- Exam arrangements.

- Behaviour management approach and sanctions.
- Exclusion procedures.
- Academy clubs, activities and academy trips.
- The academy's arrangements for working with other agencies.
- Preparation of students for the next phase of education.
- Learning and teaching and the planned curriculum.
- Classroom organisation.
- Timetabling.
- Grouping of students.
- Homework.
- Access to academy facilities.
- Activities to enrich the curriculum.
- Academy sports.
- Employees' and staff welfare.

7. Roles and Responsibilities within The Sutton Academy

7.1 The Principal is responsible for the implementation of the Policy and will ensure that staff and others mentioned as follows are aware of their responsibilities and they are given necessary training and support. The Principal will carry out this responsibility by:

- Ensuring that the Trust Board, all staff, parents/carers, students, visitors and contractors are informed about the Equality Policy.
- Overseeing the effective implementation of the policy.
- Ensuring staff have access to training which helps to implement the policy.
- Developing partnerships with external agencies regarding the policy so that the academy's actions are in line with the best advice available.
- Monitoring the policy and reporting to the Trust Board at least annually on the effectiveness of the policy and publish this information.
- Ensuring that the Senior Leadership team is kept up to date with any development affecting the policy or actions arising from it.

7.2 The Trust Board is responsible for ensuring that the academy complies with statutory requirements in respect of this policy and will :

- Designate a governor with specific responsibility for the Equality Policy.
- Ensure that the objectives arising from the policy are part of the Academy Development Plan (ADP).
- Support the Principal in implementing any actions necessary.
- Engage with parents and partner agencies about the policy.
- Evaluate and review the Policy annually.

7.3 The Academy Leadership Team will:

- Have responsibility for supporting other staff in implementing this Policy.
- Provide a lead in the dissemination of information relating to the Policy.
- With the Principal, provide advice/support in dealing with any incidents/issues.
- Assist in implementing reviews of this policy as detailed in the ADP.

7.4 The students will:

- Understand how it relates to them, appropriate to age and ability.
- Be expected to act in accordance with the Policy.
- Be encouraged to actively support the Policy.

7.5 The parents/carers will:

- Have access to the Policy through a range of different media appropriate to their requirements including the website.
- Be encouraged to actively support the Policy.
- Be encouraged to attend any relevant meetings and activities related to the Policy.
- Be informed of any incident related to this Policy which could directly affect their child.

7.6 The Academy staff ie, every adult working within the academy, will:

- Promote an inclusive and collaborative ethos in the academy, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for students with additional needs and maintain a good awareness of equalities issues.
- Be involved in the development of the Policy and how it relates to them.
- Receive training.

7.7 Relevant voluntary or community groups and partner agencies will:

- Be encouraged to support the Policy
- Be encouraged to attend any relevant meetings and activities related to the Policy

7.8 The Academy Curriculum will:

- Ensure that curriculum planning reflects our commitment to equality in all subject areas and cross-curricular themes promoting positive attitudes to equality and diversity.
- Ensure the classroom is an inclusive environment in which students feel their contributions are valued.
- Ensure positive steps are taken to include students who may otherwise be marginalized. We take account of students' cultural backgrounds, experiences and starting points and are responsive to students' different learning styles. All students are regularly consulted about their learning.

The academy recognises and values all forms of achievement. We will monitor and analyse student performance by ethnicity, gender, disability and special educational need and social background. Any disparities which are identified will be addressed through targeted curriculum planning, teaching and support. Any funding received to promote learning for identified groups, eg those entitled to free academy meals or not achieving desired level of attainment will be targeted to these groups. We will use our Management Information Systems (MIS) to identify and monitor these students.

8. Using information

8.1 The Academy will use data and other information about our academy as a common sense measure to determine the effects of a policy, practice or project on different groups and in accordance with the Data Protection Act.

9. Commissioned services (buying in services)

9.1 The Academy is directly responsible for the purchase of goods and services and will ensure that equality issues are given full regard. When buying goods and services from suppliers, the Academy will ask the following questions of ourselves to help ensure that equality issues and duties are taken into account:

- Could the proposed procurement affect the duty to eliminate discrimination and harassment and to promote equality of opportunity amongst the academy community?
- If so, is there a need to include some equality requirement within the contract and what would this be?

9.2 The Academy will ensure that contract conditions require contractors to comply with the relevant legislation and with our equality policy and we require similar compliance by any sub-contractors.

10. The Sutton Academy Staff

10.1 The Academy values the staff for their ability and potential to help us make the best possible provision for the children in the academy. The Academy's policies and programmes benefit all members of staff in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation and faith, national origin or national status.
- Whatever their gender, gender identity or sexual orientation.
- Irrespective of other factors such as age, income, family circumstances or where they live.

The Academy will comply fully with legislation which protects the staff from discrimination based on the protected characteristics. With regard to disability, the academy will make such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.

This includes discrimination in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices and disciplinary procedures. The Academy will make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a job offer has been made or require job applicants to complete a generic 'all encompassing' health questionnaire as part of the application procedure prior to interview and selection.

10.2 The Academy will ensure the safety and well-being of the staff and take seriously and act on incidents of harassment and discrimination recognising that the staff may be either victims or perpetrators.

10.3 The Academy interprets our duties positively; takes the necessary actions to remove barriers to inclusion and works hard to ensure a safe, positive and inclusive environment.

10.4 The Academy will ensure that the staff receive diversity training and opportunities for professional development, both as individuals and as a group to help them understand their equality duties/and or the differing needs of protected groups within our academy community. The Academy has mechanisms in place to identify areas for development.

Religious Observance

The Academy respect the religious beliefs and practices of all staff, students and their parents and carers and comply with reasonable requests relating to religious observance and practice.

11. Responding to hate or prejudice-based incidents and bullying

11.1 Clear procedures are in place so that all forms of bullying and harassment are dealt with promptly, firmly and consistently. All forms of bullying and harassment are recorded, monitored and dealt with in line with relevant policies.

The Academy recognise that hate incidents or prejudice –based bullying behaviour are driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, negative views of disabled people, sexism and other forms of discrimination. The Academy will take action to prevent, challenge and eliminate any such behaviour.

11.2 The Academy recognises that individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability.

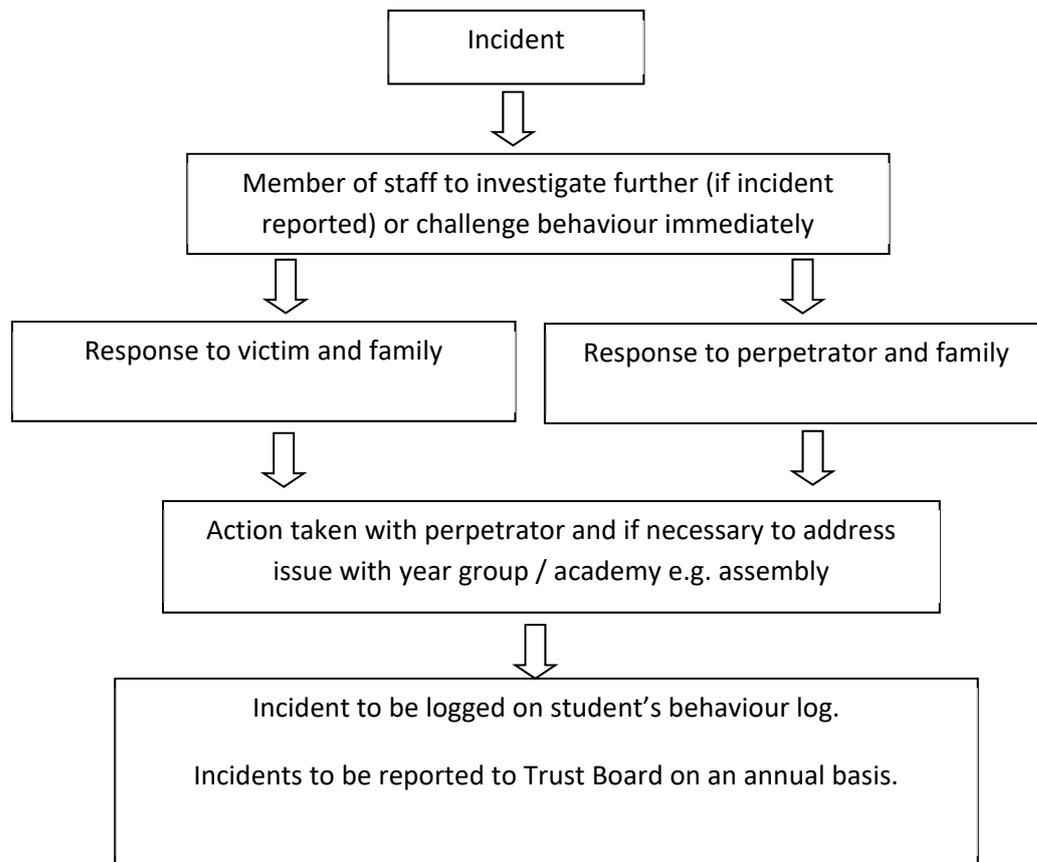
11.3 Through our Academy ethos and curriculum, we want the students to understand better the diversity that exists in society. The Academy wants to provide opportunities for them to explore the subtleties and complexities of human relationships in order to prevent and respond to incidents and situations. The Academy will address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider academy community through our actions and responses.

11.4 The Academy will keep a record of hate and prejudice-related incidents and where requested by an appropriate authority can provide a report about the numbers, types and seriousness of these incidents and how they are dealt with.

The Academy will use this information to identify trends and patterns, so that approaches are in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

11.5 It should be clear to students and staff how they report incidents. All staff should view dealing with incidents as vital to the well-being of the whole academy.

The procedure for responding and reporting is outlined below:



12. Implementation, monitoring and reviewing

12.1 Implementation, monitoring and review are the responsibility of the Academy Leadership Team and the Trustees who have agreed and published this policy which sets out the Academy priorities and supports these with specific and measurable objectives.

12.2 The Academy will report annually on the policy and analyse whether the policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within the Academy community with reference to the protected groups.

