



Equal Opportunities and Diversity Policy

To be Reviewed September
2025

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Introduction



This Policy is an inclusive policy designed to describe the way in which The company will meet the requirements of the Equality Act 2010. This Act replaced all previous equality legislation (including the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act) The policy will be applied to all staff and pupils, as well as any volunteers working in the school.

This policy reflects the Convention for the Rights of the Child:

Article 2: On premises children and young people enjoy the rights enshrined in the CRC

Article 3: Relationships are positive and founded on dignity and a mutual respect for rights.

Policy Statement

The company will adhere to the requirements of the Equality Act 2010 by not discriminating against pupils, staff, volunteers or anyone involved in external agencies the organisation may be working with on the grounds of:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Gender
- Sexual orientation

In addition, there will be no discrimination against:

- Pregnant females or new mothers
- Staff, pupils or volunteers undergoing gender reassignment
- Pupils due to the behaviour of their parents and/or siblings

When recruiting staff, health related questions will not be asked until after a job offer is made.

It is expected that every member of staff (paid or voluntary), visitor and pupil will make a positive contribution to this policy.

In addition, we will:

- ensure that the services it provides are accessible to all and endeavour to positively encourage and benefit people from disadvantaged groups
- monitor any issues that arise within the Academy
- and take appropriate action, fully supporting any person in the Academy who is faced with prejudice or discrimination
- treat seriously any breaches of the policy, regarding them as misconduct which may lead to disciplinary proceedings

Any person who does not adhere to this policy may be subject to disciplinary action under Kent County Council, the ultimate outcome of which could lead to dismissal. We aim to:

- counter deprivation and support self-sufficiency;
- Ensure no service user, employee or job applicant will be discriminated against, harassed or receive less favourable treatment on the grounds of gender, race, colour, ethnic or national origin, disability, marital status, family commitments, sexual orientation, age, HIV status, religious or political beliefs, social class or trade union activity or irrelevant spent conviction
- Combat discrimination in all its forms and work actively to ensure equal access to jobs, services and active citizenship.

Vision and Values

At the company we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the company, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity, able to participate fully in school life and feel valued, cared for and listened to. The development of a positive self-image, self-advocacy, respect for others and an awareness of the value of each individual's contribution to the school community is an integral part of our ethos.

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.

Equality in Policy and Practice

The company operates equality of opportunity in day-to-day practice as set out in the following sections.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement.

To do this, we:

- Provide a curriculum that is accessible and relevant to the needs of each individual pupil through a range of activities, technologies and opportunities which ensure that learning is fun
- Use whatever specialist techniques and teaching approaches which may motivate, support the needs, or improve access of any individual pupil.
- Ensure pupils have the time needed for them to acquire, develop, practise and apply skills.
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;

- Monitor achievement data by ethnicity, gender, disability and minority groups and take action to address any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials and activities that reflect the diversity of the company, population and local community in terms of race, gender and disability, without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Ensure pastoral support takes into account religious and ethnic differences and the experiences and needs of particular groups of pupils, including refugees and asylum seekers
- Seek to involve all parents and carers in supporting their child's education;
- Encourage staff room discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Ensure teaching and classroom-based approaches are appropriate to meet the individual needs of pupils
- Challenge any behaviour (verbal or written, e.g. graffiti, literature/propaganda) that differentiates, degrades or isolates an individual or group due to race, religion, language or culture, sexual orientation, disability, socio economic status.

This includes:

- Racist or homophobic comments or name calling;
- Comments about appearance;
- Rejection by colour;
- Mocking language or accent;
- Denigrating religious observances or cultural traditions.

Admissions, Behaviour and Exclusions

Our admissions arrangements are fair and transparent. Exclusions will always be based on the company's Behaviour Policy.

Equal Opportunities for 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.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

Employer Duties

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

Equality aspects such as gender, race, disability, sexual orientation, gender reassignment, full respect for legal rights relating to pregnancy and maternity, and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (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;
- The Leadership Team supports to ensure equality of opportunity for all.

Responsibilities

The Line Manager is responsible for:

Making sure the school complies with relevant legislation;

- Making sure the Equality Policy and its procedures are appropriate and up-to-date;
- Evaluating outcomes relating to equalities, drawing on monitoring information, reports, consultation findings and attainment data provided by the Head of Centre and other staff;
- Implementing the Equalities Plan through the Director of Education, the Head of Centre and staff.

The role of the Head of Centre

- Implement the company Equality Objectives
- Ensure that all staff are aware of the Equal opportunities and Diversity Policy, and that guidelines are applied fairly in all situations.
- Devise effective processes of development, consultation, review and revision of policies and procedures relating to equalities.
- Establish timescales for reviewing and reporting actions by staff relating to the Equality Plan.
- Ensure that all appointments panels give due regard to, so that no-one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promote respect for other people and equal opportunities to participate in all aspects of school life.
- Treat all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff, teaching and non-teaching

- Ensure that all pupils are treated fairly, equally and with respect, and to maintain awareness of the company's Equal Opportunities and Diversity Policy
- Implement the Equal Opportunities and Diversity Policy
- Deal with racist and other discriminatory incidents, and recognise and tackle racial bias and stereotyping;
- Promote equal opportunities and good race relations, and avoid discrimination against anyone for reasons of race, colour, nationality, ethnic, religious, cultural or linguistic reasons.
- Promote understanding of different disabilities and avoiding discrimination against anyone for reasons of disability;
- Keep up to date with changes in the law on discrimination as set out in the school's Equal Opportunities and Diversity Policy.
- Provide material that gives positive images based on race, gender and disability, and challenges stereotypical images
- Challenge any incidents of prejudice, racism or homophobia, and record any serious incidents, drawing them to the attention of the Headteacher.

Tackling discrimination

Harassment on account of race, gender, religion, disability or sexual orientation is unacceptable and will not be tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying will be dealt with by the member of staff present, escalating where necessary.

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Unwanted looks or comments;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges;
- Bringing discriminatory material into school;
- Verbal abuse and threats;

- Incitement of others to discriminate or bully due to the victim's race, disability, gender or sexual orientation.
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.



Responding to and Reporting Incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole company..

POLICY REVIEW CYCLE

This policy and all policies will be reviewed and updated by the governing body as per our policy review cycle.