



Cabot
Learning
Federation

TEWKESBURY
ACADEMY



Equality, Diversity and Inclusion Policy

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1 Introduction

Tewkesbury Academy is an inclusive Academy where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties 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.

At Tewkesbury Academy we recognise that supporting a diverse organisation is a continuous process where long term and sustainable plans are key. We recognise that attracting, advancing, developing, engaging and retaining a diversity of talent is important; alongside delivering equality of opportunity for our pupils whilst fostering an inclusive culture where differences are valued and enhanced. Tewkesbury Academy holds a long and deep commitment to welcoming diversity, examples of which are demonstrated on a day-to-day basis throughout the school.

Our approach to equality is based on the following key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our Academy community to feel a sense of belonging within the Academy and wider community and to feel that they are respected and able to participate fully in Academy life
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. We have the highest expectations of all our students. We expect that all students can make good progress and achieve to their highest potential
7. We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole academy.

2 Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or treat them less favourably because of their

sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also “protected characteristics” and are part of the Academy provisions related to staff but not students. The Equality Act requires all public organisations, including schools to eliminate unlawful discrimination, harassment and victimisation. Additionally, schools must advance equality of opportunity between different groups and foster good relations between different groups.

This policy is part of our commitment to promoting equalities and providing an inclusive Academy. When developing the policy, we took account of the DfE guidance on the Equality Act 2010 and also the Ofsted inspection framework 2023, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We note that Ofsted has a statutory duty to report on the outcomes and provision for students who are disabled and those who have special educational needs.

3 Equality Objectives

In line with legislation we have produced the following equality objectives which will be reviewed in 2028:

1. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our Academy and local communities.
2. To monitor and promote the involvement of all groups of students in the extra-curricular life of the Academy, including leadership opportunities, especially students with special educational needs.
3. To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students, students with special educational needs and disabilities, looked after children and students from different heritage groups.
4. To reduce the incidence of the use of homophobic, sexist and racist language in our school community.
5. To improve attendance of all groups of students, particularly disadvantaged students, students with special educational needs and disabilities, looked after children and students from different heritage groups.

Links to Other Policies and Documentation

The Equality Act 2010 applies to schools in their role as employers, and the ways we comply with this are found in our approach to recruitment.

What We Are Doing to Eliminate Discrimination, Harassment and Victimisation

- We take account of equality issues in relation to admissions and exclusions
- We provide access for students to facilities and services
- We are aware of the *reasonable adjustment duty* for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers

- We deliver learning episodes to promote EDI through our curriculum. Our tutor and assembly programme offer a dynamic response to topical issues. We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- We have an established system to report concerns relating to EDI which is supported by a strong graduated response intervention programme.
- Our EDI calendar schedules a range of events throughout the year to promote understanding of and celebrate differences.
- The Principal ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the Academy.
- Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

4 Tewkesbury Academy Curriculum

The curriculum offered at Tewkesbury Academy encourages children 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 differences in relation to race/ethnicity, religion/belief, gender and disability.

We do this by:

- Making children feel valued and good about themselves through the curriculum
- Ensuring that children have equal access to learning
- Recognising the different learning styles of children, making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities
- Regularly reviewing the teaching within each subject area as well as with the resources that are available to support this so that both the diversity of the school, local community and wider society as a whole are represented in this
- Avoiding stereotypes or derogatory images in the selection of books or other visual materials
- Creating an environment of mutual respect and tolerance
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning

- Ensuring data is collected with regard to the attainment and achievement of all pupils in order to inform the planning and provision of support to individuals and groups of pupils
- Recognising the specific assessment needs of pupils with additional needs and also the importance of scrutinising assessment materials for cultural bias

5 Behaviour, Exclusions and Attendance

The Academy Policy on Behaviour takes full account of the new duties under the Equality Act.

- We make reasonable, appropriate and flexible adjustment for students with a disability.
- We closely monitor data on exclusions and absence from the Academy for evidence of over-representation of different groups and act promptly to address concerns. Addressing prejudice and prejudice-based bullying.
- The Academy challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality: - prejudices around disability and special educational needs - prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum - prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.
- We treat all bullying incidents seriously. We keep a record of different prejudice-related incidents and provide a report to the Academy Council about the numbers, types and seriousness of prejudice-related incidents at our Academy and how we have dealt with them. We review this data regularly and act to reduce incidents.

What we are doing to advance equality of opportunity between different groups and foster good relations:

- We take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support.
- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the Academy, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping. We promote a whole Academy ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and which promote positive images of people.
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences.

- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole Academy events.
- We know the needs of our Academy population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student admissions meetings.
- We collect data and monitor progress and outcomes of different groups of students and use this data to support Academy improvement.
- We act to close any gaps, for example, for those making slow progress in acquiring age - appropriate literacy and number skills.
- We collect and analyse data: on the Academy population by gender and ethnicity; on the % of students identified as having a special educational need and/or disability and by their principal need or disability; by year group – in terms of ethnicity, gender and proficiency in English; on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.
- We avoid language that runs the risk of placing a ceiling on any students' achievement or that seeks to define their potential as learners, such as "less able"
- We use a range of teaching strategies that ensures we meet the needs of all students and provide support to students at risk of underachieving.
- We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.

6 Roles and Responsibilities

We expect all members of the Academy community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

Academy Council

The Academy Council is responsible for ensuring that the Academy complies with legislation, and that this policy and its related procedures and plans are implemented. Every governing body committee monitors aspects of the Academy's commitment to the Equality Duty under review; for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the Academy environment. Academy Counselors regularly review the Equality Policy.

Principal and Leadership Team

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.

Teaching and Support Staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom;
- challenge prejudice and discrimination;

- deal fairly and professionally with any prejudice related incidents that may occur;
- plan and deliver curricula and lessons that reflect the Academy's principles; for example, in providing materials that give positive images in terms of race, gender and disability;
- maintain the highest expectations of success for all students;
- support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- keep up to date with equalities legislation relevant to their work.

We will provide training and guidance on Equalities for all staff new to the Academy as part of the induction procedure.

Visitors

All visitors to the Academy, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy.

7 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. We are also committed to ensuring, wherever possible, that the staffing of the Academy reflects the diversity of our community.
- As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.
- 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.

8 Recruitment and Selection

The academy aims to ensure that no job applicant suffers discrimination because of any of the protected characteristics above. The academy's recruitment procedures are reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria are regularly reviewed to ensure that they are relevant to the job and are not disproportionate.

Job advertisements will avoid using wording that may discourage particular groups from applying.

The school will take steps to ensure that its vacancies are advertised to a diverse labour market and, where relevant, to particular groups that have been identified as disadvantaged or underrepresented in the academy.

Applicants will not be asked about past or current pregnancy or future intentions related to pregnancy. Applicants will not be asked about matters concerning age, race, religion or belief, sexual orientation, or gender reassignment without first considering whether such matters are relevant and may lawfully be taken into account.

The academy is required by law to ensure that all members of Staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective members of Staff, regardless of nationality, must be able to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation.

Recruitment of Ex-Offenders

- The academy is an organisation that uses the Disclosure and Barring Service to assess candidates' suitability for positions of trust working in an environment with children and young people.
- The academy complies fully with the DBS code of practice and undertakes to treat all candidates fairly.
- The academy undertakes not to discriminate unlawfully against any candidate who is required to provide information (a Disclosure) through this process. Having a criminal record will not necessarily prevent a candidate from working with the academy. Whether or not it does will depend on the nature of the position and the circumstances and background of the offences.
- As a disclosure is part of the academy's recruitment process, the academy encourages all candidates called to interview to provide details of any criminal record at any early stage of the application process. The academy guarantees that only those who need to see it as part of the recruitment process will see this information. Unless the nature of the position is such that the academy may ask questions about an individual's entire criminal record, the academy will only ask about "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974.
- The academy will ensure that it discusses with the candidate the relevance of any offence to the job in question. A candidate's failure to reveal information directly relevant to the job could result in withdrawal of an offer of employment.

Staff training, promotions and conditions of service

Staff training needs will be identified through informal and formal professional development conversations and performance management (for those on the leadership scale).

All Staff will be given appropriate access to training to enable them to progress within the academy and all promotion decisions will be on the basis of merit.

The composition and movement of Staff at different levels will be reviewed from time to time to ensure equality of opportunity at all levels of the organisation.

Where appropriate the academy will take steps to identify and remove unnecessary or unjustifiable barriers and provide appropriate facilities and conditions of service to meet the special needs of disadvantaged or underrepresented groups.

The academy's conditions of service, benefits and facilities will be reviewed from time to time to ensure that they are available to all Staff who should have access to them and that there are no unlawful obstacles to accessing them.

Termination of employment

The academy will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

The academy will also ensure that disciplinary procedures and penalties applied are without discrimination and are carried out fairly and uniformly for all Staff, whether they result in disciplinary warnings, dismissal or other disciplinary action.

Disability Discrimination

If a member of Staff is disabled, or becomes disabled, in the course of their employment with the school, they are encouraged to tell us about their condition. This is to enable us to support the member of Staff as much as possible.

If a member of Staff experiences difficulties at work because of their disability, they may wish to contact their Line Manager to discuss any reasonable adjustments to their working conditions or duties which they consider to be reasonable and necessary or which would assist in the performance of their duties.

The Line Manager may wish to consult with the member of Staff and their medical adviser(s) about possible adjustments. Careful consideration will be given to any such proposals and they will be accommodated where reasonable, practicable and proportionate in all the circumstances of the case.

Nevertheless, there may be circumstances where it would not be reasonable for the academy to accommodate a particular adjustment and in such circumstances it will ensure that it provides the member of Staff with its reasons and try to find an alternative solution where possible.

The academy will monitor the physical features of its premises to consider whether they place disabled Staff, job applicants or service users at a substantial disadvantage compared to other Staff. Where reasonably practicable and proportionate the school will take steps to improve access for disabled Staff and service users.

9 Complaints of Discrimination, Victimisation & Harassment on the Protected Characteristics

The academy will treat seriously and will take action where appropriate concerning all complaints of discrimination, harassment or victimisation on any of the protected characteristics made by any of its staff, students or other third parties.

Any member of staff who considers that they may have been unlawfully discriminated against, victimised or harassed within the meaning of this policy should discuss the matter in the first instance with their Line Manager or, if inappropriate under the circumstances of the case, with the HR Manager. In some cases, it may be possible to resolve the matter informally and reach a satisfactory resolution.

If an employee is accused of unlawful discrimination, victimisation or harassment, the academy will investigate the matter fully. In the course of the investigation the employee will be given the opportunity to respond to the allegation and provide an explanation for their actions.

If the academy concludes that the claim is false or malicious then the complainant may be subject to disciplinary action.

If, on the other hand, the academy concludes that the employee's action amounts to unlawful discrimination, victimisation or harassment they may be subject to disciplinary action under the academy's Disciplinary Policy and Procedure, up to and including summary dismissal for gross misconduct.

10 Monitoring and Reviewing the Policy

We review the information about equalities in the policy annually and make adjustments as appropriate.