

Equalities and Equal Opportunities Policy

**Approved by Governor committee:
Finance and Audit**

**Date to be reviewed:
May 2019**

**Responsibility of:
The Principal**

**Date ratified by Governing Board:
14th July 2016**

**Scope of Policy:
This policy applies to all Academy staff**

1. Introductory statement

Chelsea Academy is a Christian community and as such believes that all members of its community are of equal value and invaluable worth. We are committed to promoting equality of opportunity for all in every aspect of Academy life. All have the right to respect and tolerance from others and equally are expected to treat others with the same respect and tolerance. We will encourage and enable employees and students to achieve their full potential in an environment which is free from all forms of unfair treatment, discrimination and harassment. The values and ethos of the Academy are central to our Equal Opportunities policy.

This policy is intended to help ensure equality of treatment and opportunity for all members of Chelsea Academy community. The Academy aims not to discriminate on grounds of social economic group; race; colour; nationality; culture; ethnic or racial origin; carer responsibilities; gender; gender recognition, pregnancy, sexual orientation; disability; age; appearance; religious or political belief; marital status; trade union activity; or any other conditions or requirements which cannot be shown to be justified.

The Academy has been designed and built to have provision and accessibility for people with disabilities so that they may be integrated fully into Academy life. The curriculum will be designed so that it may be delivered to provide flexible and equal access to all students whether able or disabled as far as is practicable within a mainstream educational establishment.

2. The Equality Act 2010

The new Equality Act came in to force on 1 October 2010, bringing together several key pieces of separate legislation in to a single Act. This now provides the legal framework to protect the rights of individuals and to advance equality of opportunity for all.

The previous legislation merged in to the new Act are:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006, Part 2
- The Equality Act (Sexual orientation) Regulations 2007

The purpose of this policy is to set out the Academy's commitment to equality and the desire to offer equal opportunity, particularly to the students who come in to its' care, but also to staff and all those with whom it has any dealings.

The Act defines 8 groups that are described as having 'protected characteristics' and one further group that is covered by certain, limited, aspects of the legislation. The groups are:

- Age
- Disability
- Gender
- Gender re-assignment
- Sexual Orientation
- Pregnancy & Maternity

- Race
- Religion and/or beliefs
- Marriage/civil partnership (for some limited aspects of the Act)

3. Aims of the Policy

The Academy recognises that direct and indirect discrimination may occur and therefore understands the need for a positive and effective Equality and Equal Opportunities Policy. In order to turn the commitment in to a practical reality the Academy will do the following:

- We will endeavour to eliminate all unlawful discrimination, harassment and victimization, including in the recruitment of staff and the admission of students;
- We will promote the concept of equality of opportunity throughout the organisation for both young people and adults, seeking to create a safe working environment which is accessible, stimulating, encouraging and supportive of learning and achieving;
- We will actively develop a better understanding of a range of human beliefs and values;
- We will promote equal opportunities and good relations between members of groups having protected characteristics (as defined by the equality Act 2010) and those who do not;
- We will help to enable students to take responsibility for their own behaviour and relationships with others;
- We will clearly set out how we will deal practically with issues relating to disability (see Appendix C – Disability Code of Practice)
- We will collect and publish information that demonstrates our commitment to the advancement of equal opportunities;
- We will agree equality objectives, monitor progress and publish outcomes; and
- We will regularly review this policy and consider how we can best achieve equality and equal opportunity across all aspects of Academy life.

4. Roles and Responsibilities

These are:

- The Governing Board will monitor and review the working of the policy and be responsible for its amendment as necessary;
- The Principal will ensure the policy applies in the Academy and is known to and understood by staff, students and parents;
- The Principal will ensure that the appropriate data is collected, monitored and published;
- The Leadership team is responsible for agreeing the Academy's equality objectives, monitoring progress and publishing outcomes;
- The Leadership team is responsible for ensuring equality of opportunity in the curriculum;
- The Leadership team is responsible for the on-going review of all policies as they impact on and/or should be impacted by this policy;
- All staff are responsible for following the policy and for following up and/or reporting all incidents of unequal treatment as appropriate.
- All staff are responsible for appropriately incorporating the principles of equality and diversity in all aspects of their work.

5. Staff

a) Recruitment:

- Decisions regarding how and where advertising of vacancies are placed should take in to account the Academy's commitment to enabling access.
- Candidates for vacant posts will be assessed similarly against relevant criteria only (eg skills, qualifications and experience). Information relating to protected characteristics will be excluded from consideration in the recruitment process.
- The Academy will collect and record information about the age, disability, gender, gender recognition, ethnicity, religion and other beliefs and sexuality of candidates for

appointments and those appointed. This information will be reviewed regularly by the Governing Board.

b) Staff Development:

- All employees have a right to be developed in their role to the best of their ability. All must have equal access to training, career development and promotion.
- All colleagues joining the Academy will be provided with induction training that includes reference to our Equal Opportunities Policy.
- Records of staff training undertaken will be maintained and presented to governors annually.
- Colleagues becoming disabled whilst in employment will be given positive assistance to help them carry out their duties effectively. (see Appendix A)

6. Students

- Students have equal access to National Curriculum programmes of study (unless disappplied) and non-compulsory courses according to aptitude and ability.
- The Academy is committed to educational inclusion.
- The Leadership team will record student take up on courses at all key stages (as appropriate). These will be presented to the Principal and to governors annually.
- The Academy will collect and record information about the age, disability, gender, ethnicity and religion and other beliefs. It will also offer the opportunity for parents/carers/students to provide information about gender recognition and sexuality. This reflects the fact that questions regarding gender re-assignment and sexuality may be a sensitive subject for some parents/carers/students, particularly when transferring from primary school at age 11.
- Academy and faculty development plans and curriculum plans will have equality of opportunity at their heart.
- The Academy Code of Conduct actively promotes equality of opportunity.
- Positive attitudes and awareness of equal opportunity issues are actively promoted through the tutorial programme and citizenship activities.
- Every student should develop the knowledge, understanding and skills that they need in order to participate in our society, and in the wider context of an inter-dependent world (see Appendix B)

7. Racist, Homophobic or other forms of Bullying

- The Academy is committed to eliminating all forms of bullying. Where staff encounter incidents involving bullying of any member of one of the protected characteristic groups they must report these to a senior member of staff.
- The Governing Board will review annually any incidents of bullying of any member of one of the protected characteristic groups.

8. Organisation

- Academy systems will recognise the needs of all members of Chelsea Academy community.
- Meeting venues will take account of the needs of all participants.
- The Academy will make every reasonable effort to enable access for everyone, including those with physical disabilities.

9. Academy Documents

- The Academy will try to use plain English wherever possible.
- Documents will be made available in large print as required.
- The Academy will make use, as necessary, of translation services available within the Royal Borough of Kensington and Chelsea.

10. Monitoring and Review

- This policy will be monitored and reviewed via a range of regular reports to governors (eg examination reports, enrichment activity reports, Principal's report) or at the request of governors.
- The objectives agreed by the Leadership Team will be published on the Academy's web-site.
- Data relating to the Academy's progress towards achieving its objectives will be published on the Academy's website.

Appendix A

Chelsea Academy Equal Opportunities (Staff) Policy

Aims

The Governing Board of Chelsea Academy aims to support the creation of an environment that will:

- eliminate unlawful, direct and indirect discrimination and promote equality of opportunity;
- ensure that no employee or job applicant receives less favourable treatment on grounds of age, ethnic origin, colour, disability creed, marital status, nationality, race, religion, culture, gender, gender recognition or sexual orientation;
- have regard to equal terms for men and women in employment in accordance with the EC Equal Terms Directive, 2002/73/EC;
- have regard to the requirements of the Equality Act (2010) as it relates to employment and vocational training, with the aim of eradicating all forms of harassment and discrimination; and
- value, celebrate and learn from the cultural diversity of its staff.

The Workforce

- Chelsea Academy will ensure that no employee receives less favourable treatment and that appropriate support is provided so that all employees attain their full potential to the benefit of the Academy and themselves.
- Chelsea Academy will aim to achieve an ability-based workforce which is in line with the working population mix in the relevant labour market.
- The cooperation of all employees is essential for the success of this policy. However, the Governing Board has lead responsibility for achieving the aims of this policy and for ensuring compliance with the relevant Acts of Parliament and Codes of Practice. Behaviour or action against the spirit or the letter of the aims on which this policy is based will be considered a serious disciplinary matter and may lead to dismissal.

Positive Action

- Under represented groups should be encouraged to apply for training and employment opportunities within the Academy. Recruitment to all jobs should be strictly on merit.
- Wherever necessary, use should be made of lawful exemption to recruit suitably qualified people to cater for the special needs of particular groups.
- Efforts should be made to identify and remove unnecessary and unjustifiable barriers and to provide appropriate facilities and conditions of service to meet the needs of under represented groups.

Vacancy Advertising

- The Governing Board shall put in place arrangements to determine which vacancies must be advertised both internally and externally simultaneously. Permanent senior posts will always be advertised externally.
- Steps should be taken to ensure that knowledge of vacancies reaches under-represented groups internally and, where appropriate, externally.
- Vacancies will be advertised internally on the CALC and externally on the TES and Guardian. Local newspapers will also be used for certain roles.

Selection & Recruitment

- Selection criteria, including job descriptions and postholder specifications, are kept under review to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.

- More than one person is always involved in the short listing and the selection interview. All staff involved in the recruitment process will receive relevant training.
- Reasons for selection and rejection of applicants for vacancies must be recorded.

Personnel Records

- The Academy will gather and maintain data relating to the groups with protected characteristics as defined in the Equalities Act (2010). Data on unsuccessful applicants will be kept in relation to the post applied for but will not be identifiable to any individual applicant. Data on existing staff will be kept as part of their confidential personnel record and will not be released to anyone without their consent.
- Employees are able to check and correct their own records of personal details. Otherwise, access to personal records is restricted in accordance with the provisions of the Data Protection Act.

Appendix B

Chelsea Academy Equal Opportunities (Students) Policy

Aims

- The Governing Board of Chelsea Academy aims to provide an appropriate learning experience for all students, whatever their colour, origin, culture, gender status, sexuality, religion or ability. The Academy has high expectations of all students.
- Chelsea Academy aims to provide students with the opportunity to learn in an environment free of prejudice. It is the responsibility of all staff to educate against any form of prejudice or negative stereotyping and to ensure that their conduct with students and colleagues reflects this responsibility at all times.

Teaching

Teachers are responsible for ensuring that:

- teaching styles, methods, language, questioning and classroom management includes and engages all students;
- suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds;
- stereotypes and what are thought to be stereotypical activities are effectively challenged;
- teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice; and
- endeavor to be mindful of possible cultural assumptions and bias within their own attitudes.

Leadership and Management

The senior managers are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

- identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns;
- addressing issues such as sexual, homophobic or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met; and
- the impact of additional support on standards achieved is evaluated.

It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of managers to ensure that:

- strategies are implemented to raise performance, aspirations and self-esteem;
- staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students; and
- an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

Equality of opportunities

In this policy, the term “parents” means all those having parental responsibility for a child.

Disability

Where students have physical and/or learning disabilities, the Academy will ensure that:

- whatever arrangements are reasonable and practical, within financial constraints, are made to ensure that disabled students can gain access to the curriculum; and
- the Academy works effectively with local services and agencies, providing coherent support.

See Appendix C which provides more detail.

Gender and Sexuality

The Academy will ensure that:

- guidance is given on subject choices and careers encouraging students to consider non-stereotypical opportunities;
- gender issues are considered when preparing for, and following up, work experience; and
- account is taken of positive role models when inviting speakers and representatives into the Academy and in the promotion of specific initiatives.

Ethnic Groups, including Refugees, and Religion and other beliefs

The Academy will ensure that:

- home - academy links are made to involve parents directly in the work of the Academy;
- linguistic diversity is positively recognized
- cultural and religious customs and practice are recognized and accounted for wherever possible;
- interpretation and translation services are made available as quickly as possible;
- links are established with the local community;
- staff work effectively with other local services;
- learning support for ethnic minority students is efficient and effective;
- provision is made for the spiritual, moral, and social and cultural education, supported by appropriate resources and information; and
- students' names should be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from cultures other than their own.

Travellers (if relevant)

The Academy will ensure that:

- travelling children are successfully integrated into the Academy;
- where necessary, distance learning packs are provided to support continuous learning;
- travelling children with special educational needs receive appropriate support; and
- travellers cultures' are affirmed to share and broaden experiences for all students.

Response to discrimination

All forms of discrimination by any person within the Academy will be treated seriously. A careful note of such incidents will be made, whether they take place in the school grounds, corridors or teaching areas. It will always be made clear to offending individuals that such behaviour is unacceptable.

Racist symbols, political symbols or other biased and/or offensive insignia are forbidden in the Academy. The display of such materials is regarded as discriminatory behaviour.

Continued discriminatory behaviour will lead to the involvement of parents and serious consequences enforced in line with the Academy's behaviour policy.

Appendix C

Chelsea Academy Disability Code of Practice

Environment

Any future building projects will be considered at the planning stage for accessibility and usability by people with disabilities. Evacuation procedures and escape routes for students and staff with disabilities are carefully planned and published.

Students

Applications will be considered in line with the published admission arrangements for all students. An applicant's disability will not prevent him/her from being offered a place and integrated into the Academy unless:

- the content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
- the Academy would be unable to provide suitably trained staff; or
- facilities to allow the requirements of the National Curriculum to be met.

The Academy will aim to provide students with a disability with the appropriate support to enable them to be fully integrated. The Academy will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.

As far as resources allow, the needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.

Students with a disability or who become disabled whilst studying at the Academy will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENCO and an Individual Education Plan drawn up on an annual basis.

The Academy recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs. The Academy will liaise with the relevant Examination Boards in such instances. Students and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the SENCO in liaison with specific Curriculum Leaders and the Academy's Examinations Manager.

Staff

Wherever practicable, the Academy will:

- Consider and seek to employ disabled people in jobs suited to their aptitudes, abilities and qualifications in line with legislation.
- ensure that employees with disabilities are considered for promotion according to their aptitudes, abilities and qualifications.
- ensure that disabled employees are not disadvantaged when the renewal of fixed-term contracts is being considered.

Members of staff who become disabled, so far as is practicable, should continue to remain employed by the Academy at the discretion of the Principal and Governing Board, dependant on

their ability to carry out the duties of their post. Help from related professional organisations should be sought when considering not only the possible effects of the disability, but also other consequential disadvantages, such as loss of status or financial loss.

The Academy will endeavour to make any reasonable adjustments to enable the employee to continue in post. However, options might include:

- continuing in the same post
- a gradual return to work
- a reduction in hours
- redeployment
- premature retirement on grounds of incapacity
- termination of employment.

In cases where a disability is a degenerative, progressive condition that develops over time, careful consideration will be given to the selection of the most appropriate option(s).

The Academy will make reasonable changes to work practices and, where possible, the workplace to enable disabled people to work successfully, including those members of staff who become disabled whilst employed.

The Academy will ensure that a programme of training is offered to staff to increase their awareness of students with disabilities and inform them of appropriate action to be taken when delivering the curriculum. Teaching assistants will support teaching staff as required to help ensure that disabled students have equal access to the curriculum.