

ETON ACADEMY

Equality and Diversity Policy

Version Control	
Implementation Date	September 2023
Next Review	September 2024

KEY FACTS

Under the Equality Act (2010) all schools are responsible for eliminating any form of discrimination, for promoting good relations between children, staff and parents and for ensuring that all pupils, regardless of sex, race, disability, religion or belief or sexual orientation, gender reassignment, pregnancy or maternity should have equal access to all aspects of school life, reflected in the school environment and its curriculum.

- All staff appointments are to be based on strict professional criteria.
- All staff should be seen to model appropriate behaviour and should take every opportunity to encourage pupils to behave appropriately and to deal with incidents positively.
- All forms of discrimination, including bullying and harassment, by any person will be treated seriously and breaking the conditions of the equal opportunities policy will be deemed as misconduct and could lead to disciplinary action.
- The policy will be monitored and reviewed each year.

1. POLICY STATEMENT

- 1.1. At Eton Academy, we are fully committed to our obligations under the Equality Act (2010) to eradicate discrimination and foster positive relationships among students, staff, and parents. Our goal is to ensure that every student, irrespective of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy, or maternity, has equal access to every facet of school life, emphasising the importance of treating each child as a unique individual.
- 1.2. Our educators, serving as influential role models, are conscious of the impact they have in promoting positive attitudes and actively work to counteract stereotypes. We strive to prepare our students with an understanding of our multicultural society and an appreciation for diversity. Discriminatory behaviour is strictly prohibited.

- 1.3. We commit to accurately recording and correctly pronouncing students' names, encouraging staff and students alike to accept and respect names from other cultures. All forms of discrimination by any person within our academy will be taken seriously, as such behaviour is unacceptable. Symbols, insignia, and badges that suggest otherwise are not permitted. Our staff is trained to be aware of cultural assumptions and biases within their own attitudes.
- 1.4. Eton Academy positively values linguistic diversity, ensuring that students and parents feel their home languages are respected and valued. In staff recruitment, we adhere to the highest professional standards, including Safer Recruitment in Education, to ensure equal opportunities for all applicants without discrimination.
- 1.5. We encourage our employees to realise their full potential, providing support to achieve this goal. Discrimination, harassment, or victimisation of students, whether in admissions, provision of education, access to benefits, facilities, services, exclusion, or any detriment, is prohibited. This policy also extends to students who have left our academy.

2. OUR COMMITMENT

- 2.1. To create an environment in which individual differences and the contributions of all our staff are recognised and valued.
- 2.2. Every employee and student is entitled to an environment that promotes dignity and respect to all. No form of intimidation, bullying or harassment will be tolerated.
- 2.3. Training, development and progression opportunities are available to all staff.
- 2.4. We will provide equal opportunities to all staff and children. We treat all our employees fairly and equally.
- 2.5. We will review all of our employment practices and procedures to ensure fairness.
- 2.6. Breaches of our equality policy will be regarded as misconduct and could lead to disciplinary proceedings.
- 2.7. Our policy is in line with the current law.

3. Aims

Through implementation of our policy we aim to:

- 3.1. Create an environment in which each individual feels that they are valued, irrespective of ethnicity, language, gender, ability, religion or belief, or sexual orientation.
- 3.2. Ensure equal access to all areas of the curriculum for all the children in our care.
- 3.3. Promote the belief that all can and should achieve to their highest potential in all areas of the taught and “hidden” curriculum.
- 3.4. Provide materials to promote learning that are appropriate and reflect diversity.

4. GENERAL PRINCIPLES

- 4.1. We are committed to offering equal opportunities and diversity training for our staff, ensuring that every member of our community, including parents and carers from all backgrounds, feels welcomed and encouraged to engage actively in our school life.
- 4.2. Every child is entitled to an environment free from offensive behaviour related to race, gender, nationality, sexual orientation, or ability, fostering a culture of mutual respect and trust.
- 4.3. Our mission is to create a safe, inclusive atmosphere where all children, their families, and staff members feel secure. It is essential that our staff model respect for each other, promoting positive interactions and handling incidents constructively.
- 4.4. We recognize the importance of catering to the cultural and religious needs of our community, such as in dress, dietary preferences, and observance of events.

5. CURRICULUM PRINCIPLES

- 5.1. We strive to empower children with self-esteem, confidence, and motivation, not just academically but in all facets of their development. Our curriculum is designed to respect and nurture each child's individuality and potential.
- 5.2. We ensure our activities and resources are accessible to all children, allowing them to develop in an environment free from prejudice and discrimination. Our school celebrates diversity, offering opportunities for children to explore, acknowledge, and value differences and similarities among themselves and others.
- 5.3. Special attention is given to providing positive experiences for disabled pupils, including making necessary adjustments to ensure they receive an equitable education experience.
- 5.4. Accessibility planning is a priority, aimed at enhancing disabled pupils' participation in the curriculum, improving the physical environment, and ensuring information is readily available to them. This comprehensive approach ensures that we honour and uplift the diverse needs and potentials of all our students.

6. RESPONSIBILITIES OF MANAGEMENT

- 6.1. Responsibility for ensuring the effective implementation and operation of the arrangements will rest with the Senior Management Team who will ensure that they and their staff operate within this policy and arrangements, and that all reasonable and practical steps are taken to avoid discrimination. Each manager will ensure that:
 - 6.1.1. All their staff are aware of the policy and the arrangements, and the reasons for the policy
 - 6.1.2. Grievances concerning discrimination are dealt with properly, fairly and as quickly as possible
 - 6.1.3. Proper records are maintained.
- 6.2. Human Resources will be responsible for monitoring the operation of the policy in respect of employees and job applicants, including periodic departmental audits.

7. RESPONSIBILITIES OF STAFF

- 7.1. Responsibility for ensuring that there is no unlawful discrimination rests with all staff and the attitudes of staff are crucial to the successful operation of fair employment practices. In particular, all members of staff should:
 - 7.1.1. Comply with the policy and arrangements
 - 7.1.2. Not discriminate in their day to day activities or induce others to do so
 - 7.1.3. Not victimise, harass or intimidate other staff, students or groups who have, or are perceived to have one of The protected characteristics
 - 7.1.4. Ensure no individual is discriminated against or harassed because of their association with another Individual who has a protected characteristic
 - 7.1.5. Inform their manager if they become aware of any discriminatory practice.

8. RELATED POLICIES AND ARRANGEMENTS

- 8.1. All employment policies and arrangements have a bearing on equality of opportunity. The Company policies will be reviewed regularly and any discriminatory elements removed.

9. RIGHTS OF PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

- 9.1. The Company attaches particular importance to the needs of people with SEND.

Under the terms of this policy, managers are required to:

- 9.2. Make reasonable adjustments to maintain the services of an employee or student who becomes disabled, for example, training, provision of special equipment, reduced working hours. (NB: managers are expected to seek advice on the availability of advice and guidance from external agencies to maintain disabled people in employment);
- 9.3. Include disabled people in training/development programmes;
- 9.4. Give full and proper consideration to disabled people who apply for jobs, having regard to making reasonable adjustments for their particular aptitudes and abilities to allow them to be able to do the job.

10. EQUALITY TRAINING

- 10.1. A series of regular briefing sessions will be held for staff on equality issues. These will be repeated as necessary. Equality information is also included in induction programmes.
- 10.2. Training will be provided for managers on this policy and the associated arrangements. All managers who have an involvement in the recruitment and selection process will receive specialist training.

11. MONITORING

- 11.1. The Company deems it appropriate to state its intention not to discriminate and assumes that this will be translated into practice consistently across the organisation as a whole. Accordingly, a monitoring system will be introduced to measure the effectiveness of the policy and arrangements.
- 11.2. The system will involve the routine collection and analysis of information on employees by gender, marital status, ethnic origin, sexual orientation, religion/beliefs, grade and length of service in current grade. Information regarding the number of staff who declare themselves as disabled will also be maintained.
- 11.3. There will also be regular assessments to measure the extent to which recruitment to first appointment, internal promotion and access to training/development opportunities affect equal opportunities for all groups.
- 11.4. We will maintain information on staff who have been involved in certain key policies: Disciplinary, Grievance and Bullying & Harassment.

- 11.5. Where appropriate equality impact assessments will be carried out on the results of monitoring to ascertain the effect of the Company policies and our services/products may have on those who experience them.
- 11.6. The information collected for monitoring will be treated as confidential and it will not be used for any other purpose.
- 11.7. If monitoring shows that the Company, or areas within it, are not representative, or that sections of our workforce are not progressing properly within the Company, then an action plan will be developed to address these issues. This will include a review of recruitment and selections procedures, Company policies and practice as well as consideration of taking legal positive action.

12. GRIEVANCES/DISCIPLINE

- 12.1. Employees have a right to pursue a complaint concerning discrimination or victimisation via the Company Grievance or Harassment Procedures.
- 12.2. Discrimination and victimisation will be treated as disciplinary offences and they will be dealt with under the Company Disciplinary Procedure.

13. Equal Opportunities Policy Statement:

- 13.1. Eton Academy believes that equal opportunities are important in order to:-
 - 13.1.1. Encourage the development of individuals' abilities, talents and potential to the full
 - 13.1.2. Attract potential students from the widest possible pool of talent.
 - 13.1.3. Meet its moral and legal obligations.
 - 13.1.4. Provide a working environment free from unlawful discrimination, harassment or victimisation.
- 13.2. At Eton Academy, we are always committed to the fair treatment of all students, in correspondence with the Equality Act 2010 (see below). We believe that everybody should have the same opportunities. We actively support the removal of barriers to assessment that could disadvantage learners who have special needs or experience extenuating circumstances.
- 13.3. A student wishing to apply for reasonable adjustments or special considerations should submit their request in writing to Student Services.

14. Equality Act 2010

14.1. The primary purpose of the Act is to catalogue the complicated and numerous array of Acts and Regulations, which formed the basis of anti-discrimination law in Great Britain. This was, primarily, the Equal Pay Act 1970, the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995 and three major statutory instruments protecting discrimination on grounds of religion or belief, sexual orientation and age. It requires equal treatment, regardless of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation. In the case of gender, there are special protections for pregnant women. In the case of disability, service providers are under a duty to make reasonable adjustments to overcome barriers experienced by disabled people.

14.2. The characteristics that are protected by the Equality Act 2010 are:

- 14.2.1. Age
- 14.2.2. Disability
- 14.2.3. Gender reassignment
- 14.2.4. Marriage or civil partnership (in employment only)
- 14.2.5. Pregnancy and maternity
- 14.2.6. Race
- 14.2.7. Religion or belief
- 14.2.8. Sex
- 14.2.9. Sexual orientation