

Equality and Diversity Policy

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1. Aims

UKAT aims to meet its obligations under the public sector equality duty by having due regard of the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

UKAT is committed to eliminating discriminatory behaviour, to promoting equality and to ensuring equal opportunities for all members of our Academy. We believe that through equity, that individuals will receive the necessary support and training to thrive in our environment regardless of their background.

Understanding and tackling the different barriers, which could lead to unequal outcomes for those people who have protected characteristics, whilst celebrating and valuing the achievements and strengths of all members of the UKAT community, is the key to our approach. Those people with protected characteristics are defined as those who may be susceptible to discrimination because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, less able or socio-economic background.

We value diversity and believe that equality should permeate all aspects of school life; every member of the UKAT community should feel safe, secure, valued and of equal worth.

We recognise that policies linked to equality should constantly be under review to ensure that they adequately reflect the world that we live in and therefore meet the needs of all members of our Academy community.

It is the responsibility of the CEO, Senior Leaders, Governors and Trustees to ensure compliance with, and implementation of the policy by the whole Academy community as well as eliminating all unlawful discrimination.

Visitors to any UKAT site are also expected to follow the principles laid down in this policy.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.
- The Equality Act 2010 (Specific Duties) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

3. Roles and responsibilities

Trustees and Governors

- Facilitating the needs of the trust in respect of equality.

The CEO, Principal and Senior Leaders

- Providing leadership and vision in respect of equality.
- Overseeing the implementation of the Equality Act 2010 and its associated duties.
- Ensuring that all who enter the Academy are aware of, and comply with, the Equality and Diversity Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability, sexual harassment and discrimination.

The designated member of staff for equality will

- Support the Principal in promoting knowledge and understanding of the equality objectives of their academy amongst staff and students.
- Meet with the equality link trustee/senior member of staff 3 times a year to raise and discuss any issues.
- Support the Principal in identifying any staff training needs and organise training as necessary.
- Co-ordinating the activities related to equality and evaluating impact.
- Offer guidance to support teacher induction programme.

All staff are responsible for:

- Reporting incidents of discrimination.
- Knowing how to respond to incidents of discrimination and seeking advice where required.
- Knowing how to identify and challenge bias and stereotyping.
- Not discriminating on grounds of any protected characteristic.
- Keeping up to date with equalities legislation by attending training events organised by the trust.

4. Eliminating discrimination; advancing opportunity and fostering good relations

4.1 Race / Ethnicity

UKAT will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with Academy procedures and logged accordingly. (See pages 8-9)

UKAT welcomes individuals from all ethnic backgrounds. The celebration and understanding of cultural diversity is promoted through the topics studied by the students and is reflected in displays, resources and events.

Cultural diversity and respect for others are celebrated and reflected across the whole curriculum; students are taught to recognise prejudice and reject racial discrimination.

(See sections on Teaching and Learning and Curriculum for further details – Page 5)

4.2 Gender and Sexual Orientation

UKAT will regularly examine and review its curriculum, procedures and materials for gender bias, inequality and stereotyping.

We will encourage students to be aware of the rigid gender stereotypes presented by, for example, the media and will try to ensure that resources acknowledge the value and achievements of all genders. UKAT is committed to providing a curriculum which avoids unnecessary historical gender divisions.

(See sections on Teaching and Learning and Curriculum for further details – Page 5)

UKAT will make no assumption about the sexual orientation of any of the members of its community.

Should an individual in the Trust wish to be recognised by different pronouns/and or a preferred name, this request will be respected and accommodated by the Trust.

Should a student wish to be recognised by different pronouns and/or a preferred name, the young person will be supported by the academy, where the Vice Principal for Inclusion will oversee the process which includes liaising with the parent(s) and/ or carers with regards to the change of name and or pronoun, so that it will be respected and accommodated by the community. If the student or Academy have safeguarding concerns in communicating these wishes with their parent(s) and/or carer(s), the academy will act with the child's best interest. In addition, support will be offered for wellbeing at any point when and if required.

Derogatory name-calling, homophobic remarks or transphobic remarks are unacceptable. Should a homophobic or transphobic incident occur, it will be dealt with in accordance with Academy procedures and logged accordingly. (See pages 8-9)

4.3 Disability

UKAT upholds the guidance outlined in *The Equality Act 2010* to make reasonable adjustments for those with disabilities. UKAT is committed to meeting the needs of both staff and students with disabilities and will make reasonable adjustments to arrangements or practices to alleviate disadvantage.

All reasonable steps will also be taken to ensure that students with disabilities are not placed at any disadvantage compared to students without disabilities in terms of access to student information and the curriculum.

UKAT will seek to provide an environment that allows students with disabilities full access (where reasonably practicable) to all areas of learning and opportunities afforded to all other students at the Academy, including educational visits.

Teachers will modify teaching and learning as appropriate for students with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where students are unable to manipulate tools or equipment.

4.4 Religion / Belief

UKAT respects the religious beliefs and practices of all staff, students, parents and visitors and will comply with all reasonable requests relating to religious observance and practice.

4.5 Teaching and Learning

We aim to provide all our students with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will include:

- Planning lessons that take into consideration the needs of all students, including SEND, language or linguistic needs and acknowledge a variety of learning styles.
- Use of materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes, values and skills that challenge discriminatory behaviour.
- Use of a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop students' advocacy skills so that they can detect bias, and challenge discrimination, leading to justice and equality.
- Take account of the different learning needs of different groups of students, using an appropriate range of teaching strategies to enable all students to progress.
- Utilise seating plans to foster effective learning.
- Take account of the current performance of all students when planning for future learning and setting challenging targets.
- Share resources and develop a joined-up dialogue between different curriculum departments.
- Behaviour expectations and disciplinary sanctions will be free of any gender, race or culture bias, religion and belief.

4.6 Curriculum

At UKAT we are committed to delivering a dynamic curriculum that meets the needs of all our students. We recognise that in order to achieve this, the curriculum must be reviewed regularly to ensure that it reflects contemporary views and prepares students adequately for the world in which we live.

UKAT recognises that it is the responsibility of all curriculum areas to promote equality and diversity. To achieve this, we will endeavor to:

- Actively continue to develop a diverse curriculum.
- Celebrate diversity and promote the positive contributions of different ethnic minority groups.
- Address historical misconceptions, including those linked to colonisation.
- Students will have the opportunity to study a wide history curriculum that reflects our diverse society.
- Provide opportunities for students to appreciate their own culture, religion and beliefs and celebrate the diversity of other cultures (*where this is not possible in lesson time, opportunities will be provided during assemblies, personal tutor time and through extra-curricular activities*).
- Provide opportunities to explore concepts and issues relating to equality and diversity, including, race, gender and sexuality.
- All students have access to qualifications which recognise attainment, achievement and that promote progression.
- Opportunities for students to examine their own pre-conceived ideas of gender roles and stereotypes.

4.7 Language

We recognise that it is important that all members of the UKAT community use appropriate language which:

- Does not transmit or confirm stereotypes.

- Does not intentionally offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Recognises the individuality and background of all members of our community, with everyone endeavouring to spell and pronounce names correctly.
- Uses appropriate terminology in referring to particular groups or individuals.

4.8 Provision for Bilingual / Multilingual Students

We will make appropriate provision for all EAL/bilingual students/groups to ensure access to an appropriate curriculum. These groups may include:

- Students for whom English is an additional language.
- Students who are new to the United Kingdom.
- Traveller and Gypsy Roma students.
- Students from refugee families.

4.9 Staff Training and Development

UKAT recognises the importance of reflection and continued staff development to ensure the best possible outcomes of all students. UKAT is committed to ensuring that equal access to training and development opportunities is provided to all staff, irrespective of their background or employment status e.g., full or part time.

CPD will include the following:

- Promotion and understanding of equalities legislation, including roles and individual responsibilities.
- Opportunities to obtain further training to ensure the delivery of a diverse curriculum.
- Opportunities to seek advice on all matters linked to equality.
- Opportunities to share good practices.
- Specific and direct training (when required) to ensure understanding of cultural awareness and other matters linked to equality and diversity.
- Seek outside help where required.
- Training should not assume that all members of staff are aware of all issues relating to equality and diversity and therefore we encourage an environment where staff ask questions and seek advice where applicable.
- Training includes how to recognise unconscious bias.
- Equality and diversity training to be a compulsory aspect of the new employee induction programme.

4.10 Open Communication

UKAT values the contributions of all members of our community and understands that it is important to listen, reflect and adapt in order to ensure that high standards are met for all members of our community. This includes:

- Encouraging/welcoming feedback from staff, students and parents/carers.
- Encouraging parents/carers to contact the Academy if they have any concerns about equality and diversity issues (See pages 8-9).
- Regular student discussion groups in order to discuss all issues related to equality and diversity.
- Staff equalities consultative group to discuss all issues related to equality.
- All parents/carers are encouraged to participate in parents' evenings and other events including open evenings, award evenings and transitions events.

4.11 Recruitment

UKAT endeavours to ensure that individuals are appointed by their suitability for a particular job role and that no one is discriminated against on the grounds of race, religion, ethnicity, gender, sexuality, age or disability.

- All posts are advertised formally.
- UKAT welcomes applications from all people across the community spectrum regardless of their race, religion, ethnicity, sexuality, sexual orientation, disability, gender reassignment or age.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and ensure good practice which takes account of equalities through the recruitment and selection process.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policies and practices are covered in all staff inductions.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and impact. As part of the staff recruitment process all applicants are asked to complete an Equal Opportunities Monitoring Form.

5. Reporting Discrimination

5.1 Raising concerns related to equality

All staff, students and parents/careers will be informed on the methods and procedures for raising issues and concerns related to equality and diversity or incidents related to discrimination.

All issues raised will be reviewed and the outcome shared with the people concerned.

How to report discrimination - Member of staff from a student:

1. If a member of staff experiences any form of discriminative attack linked to racism, homophobia, transphobia or sexism from a student – they should report the incident to the designated member of staff for equality, or alternatively, to any other member of staff that they feel comfortable doing so; this member of staff should then forward the incident to the equality representative.
2. The Equality Representative is required to document the incident on Bromcom and inform the DSL/ Principal to discuss next steps.
3. The incident will be investigated by a member of staff appointed by the Principal e.g., the DSL, Equality Leader, or Pastoral Manager and an appropriate sanction will be issued to the student. Depending on the severity of the incident – the student may not be allowed to attend the teacher's lesson until the issue has been resolved.
4. The member of staff involved will be informed on any decisions that have been made regarding the incident and will be granted the opportunity to review/appeal any decisions that are made.
5. The member of staff and student will be offered mediation before the student returns to class.

How to report discrimination – Member of staff

1. If a member of staff experiences any form of discrimination, either directly or indirectly, whilst working for UKAT – the member of staff in question should raise their concern to the designated member of staff for equality, or alternatively, to any other member of staff that they feel comfortable doing so; this member of staff should then forward the matter onto the Equality Representative, or to the Principal.
2. The Equality Lead will investigate the incident/complaint.
3. The member of staff will be informed of the outcome of the investigation.

4. The Equality Lead is required to document the incident/complaint and the outcome of the investigation.
5. The member of staff can formally appeal if they are dissatisfied with the outcome of the investigation.

How to report discrimination – Students

1. If a student experiences or witnesses any form of discrimination linked to racism, homophobia, transphobia or sexism either directly from another student or a member of staff, or indirectly through school rules or policies, they should report the incident to any member of staff that they feel comfortable doing so; this member of staff should then forward the incident to the pastoral team who will ensure the Equality Lead is aware.
2. Alternatively, students can report an incident/issue using the student app.
3. The Equality Lead will support the investigation of the incident.
4. The Equality Lead is required to document the incident/complaint and the outcome of the investigation.
5. The student/s involved will be informed of the outcome of the investigation and mediation will be provided for all parties involved if appropriate.

How to report discrimination – Parents/Carers

1. If a parent/carer wishes to raise any concerns or a complaint linked to discrimination, they should report the incident/concern using one of the following methods:
 - Email the main school reception – officeba@universityofkentacademiestrust.org.uk
officeCG@universityofkentacademiestrust.org.uk
2. The complaint/issue will be forwarded to the Equality Lead who will investigate the issue/complaint.
3. The Equality is required to document the incident/ complaint and the outcome of the investigation.
4. The parent/carer will be informed of the outcome of the investigation.

6. Links with other policies

This document links to the following policies:

- Anti-bullying
- Behaviour
- Disability (Exams)
- EAL
- Dealing with harassment and bullying
- Maternity
- Recruitment
- Safeguarding
- Staff code of conduct
- Student code of conduct
- Transgender
- Whistleblowing