



# Beamont Collegiate Academy

## **EQUALITY & DIVERSITY**

|   |             |
|---|-------------|
| Date approved by the BFP Committee  | 30.11.15    |
| Signature of Chair of the BFP Committee   | L Waterson  |
| Signature of Executive Principal  | A Moorcroft |
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This policy states our commitment to:

- Our core values
- Our legal duties
- Our aim to provide a service that meets the needs of our diverse community

## 1. **Core values**

We value:

- a) All our students and parents
- b) All our service users
- c) All our employees
- d) Diversity in the service and the community
- e) Improvement at all levels of the service

## 2. **Legal duties**

2.1 We have a legal duty to promote equality of opportunity in all aspects of our business and provide students, staff and the academy community equal access to our services.

2.2 We have a responsibility to promote equality and diversity across all 'protected characteristics', as defined by the Equality Act 2010 and the Public Sector Equality Duties (PSED) . Protected characteristics include: race, gender, disability, age, sexual orientation, religion or belief (and no belief), gender reassignment, marriage and civil partnerships and pregnancy and maternity. Beamont Collegiate Academy also include the following as protected characteristics when assessing its impact of policies and practices in relation to students:

- Students with special educational needs
- Students who have difficulties in accessing the Academy's facilities or services
- Students who speak English as an additional language
- Students who have frequent home moves and lack stability leading to time out of school (e.g. Children in Care)
- Students who are children caring for others
- Students who come from homes with low incomes and/or inadequate home study space

- Students who experience bullying, harassment or social exclusion
- Students with low parental support or different parental expectations with emotional, mental and physical wellbeing needs
- Students who exhibit challenging behaviour
- Students who come from minority ethnic groups including travellers, refugees and asylum seekers

2.3 Individuals have a responsibility to treat others with dignity and respect.

### **3. Service provision**

3.1 It is the aim of this policy to ensure that all students realise their full potential, academically and socially, regardless of race, gender, religion, sexual orientation, disability or class.

At Beamont Collegiate Academy we work hard to ensure that whatever inclination, aptitude or level of ability, every pupil is presented with a variety of educational and social opportunities which sensitively challenges and supports them to maximise their potential.

- Students will leave Beamont Collegiate Academy with high aspirations and equipped with the knowledge, skills and behaviours to achieve them
- They will be successful learners who enjoy learning, make accelerated progress and achieve high standards
- Students will be confident individuals who are able to lead safe and healthy lives
- They will be responsible citizens who make a positive contribution to society

### **4.0 Commitment and responsibility**

4.1 This policy highlights the organisational and individual commitment and responsibilities.

### **5. Our community**

5.1 Every individual in the Academy community will be treated with dignity and respect by all Beamont Collegiate staff.

## **6. Trust members**

- 6.1 The Trust accepts its responsibility as an employer to ensure the implementation and monitoring of this policy and in return can expect all staff to co-operate and fulfil their role in implementing this policy.
- 6.2 The Trust accepts its responsibility to ensure that the Governing Body monitors the pattern and frequency of Incidents of discrimination and the outcomes of investigations.
- 6.3 The Trust understands that the definition of institutional racism is 'the collective failure of an organisation to provide an appropriate and professional service to people because of their culture, colour or ethnic origin.' And that a racist incident is 'any incident which is perceived to be racist by the victim or any other person'.

## **7. Senior Leadership and Middle Leaders**

- 7.1 Senior leadership members will:
  - a) Lead by example and ensure all staff and students apply the principles of this policy
  - b) Be responsible for ensuring this policy is implemented in their area of responsibility
  - c) Ensure that staff are aware of the procedures to deal with allegations of harassment, discrimination or prejudice (Appendix One)
  - d) Investigate and record any reports or concerns of harassment, discrimination or prejudice on the Incident Monitoring Form for reports of discriminatory incidents (Appendix Three) and report these incidents to the board of Governors and the Trust
  - e) Treat employees and students with dignity and respect and ensure their rights are protected under the policy
  - f) Monitor the performance of different groups to ensure that particular needs are being met and provide appropriate support as defined in the equality Act
  - g) Promote a culture of equality, diversity and community cohesion and challenge inappropriate behaviour at all levels
  - h) Promote spiritual, moral, cultural, mental and physical development of our students via the curriculum and ensure that positive attitudes and awareness of equality of opportunity is specifically taught through the PHSE and citizenship programmes

- i) Enable students to maintain links with their links with their own culture whilst appreciating cultural diversity

## **8. Individuals**

- 8.1 All staff and students are entitled to be treated with dignity and respect and be part of an environment that is free from any form of inappropriate behaviour by managers, colleagues, partners, other students, contractors and service users.
- 8.2 The Staff & Student Charter clearly promotes that staff and students will display positive behaviour towards all other staff and students.
- 8.3 All staff will provide students and the academy community with a good service and treat them with dignity and respect.
- 8.4 All staff will promote high expectations and positive attitudes towards all and prepare students positively to take their place in a diverse society.
- 8.5 Information is available to all staff to ensure that this policy is understood and implemented. Breaches of the equality and diversity policy will not be tolerated and will be challenged. If necessary, disciplinary action will be taken in line with the BCA disciplinary policy.
- 8.6 Report any concerns of harassment, discrimination or prejudice and ensure that the report is recorded on the Incident Monitoring Form for reports of discriminatory incidents. (Appendix 3).

## **9. Scope of the policy**

### **9.1 The policy encompasses all our activities:**

- a) The way we deliver our teaching and learning and pastoral activities and enrichment.
- b) Our employment practices.
- c) Partnership working with other agencies.
- d) Management of visitors and contractors on site

### **9.2 Service delivery to our communities**

- 9.2.1 We will focus on continued improvement in providing a service to our students, staff and communities. We will build a closer and more effective relationship,

consult and involve, providing a service that meets their needs using all available resources and being accountable for our actions.

### **9.3 Employment and training**

9.3.1 We will ensure our employment policies comply with this policy these include conditions of service, recruitment and selection, training and development, progression and retention.

9.3.2 We will continue to develop and train our staff to make sure they understand value and respect difference. We will remove all forms of discrimination and take positive action to address inequality. We will ensure we provide suitable equipment, facilities and a working environment to meet the different needs of our students, staff and Academy community.

### **9.4 Consultation**

9.4.1 We have a duty to consult and involve our staff, students and parents to ensure continued improvement and access to services.

9.4.2 Appropriate communication channels will be established for staff and the BCA community to be involved in the decision making processes.

9.4.3 We will work with key partners and other agencies to identify vulnerable and marginalised groups, improve service delivery, access to services, social integration and community cohesion.

9.4.4 We will continue to work together to support the implementation of the policy.

## **10. Implementing the policy**

We will:

- a) Publicise and promote our equality and diversity policy.
- b) Provide training for all our staff to ensure they understand their rights and responsibilities under the policy.
- c) Make sure the policy is incorporated into decision-making processes.
- d) Work in partnership with internal and external stakeholders to successfully deliver improved access to our services for all the diverse communities and those most at risk.
- e) Promote good relations between members of different racial, cultural and religious groups and communities.
- f) Nominate governors to ensure its composition reflects the local community and minority groups.

- g) Celebrate diversity, equality & achievement.
- h) We will address any form of discrimination with our behaviour policy/disciplinary policy.
- i) Investigate any allegations of harassment, bullying, discrimination or prejudice and ensure that the report is recorded on the Incident Monitoring Form. (Appendix Three)
- j) Consult our staff, students and the BCA community and where appropriate involve them in decisions that we make to improve service delivery.
- k) Provide channels through which concerns over equal opportunities can be raised, and positively encourage the reporting of any issues of prejudice, bullying or harassment.
- l) Support all staff to be responsible and accountable for equality and diversity.
- m) Continue to monitor and review all policies and procedures to identify and remove any adverse impact on students, members of staff or community groups.

## **11. Accountability and Governance**

- 11.1 We will monitor progress and report annually to the Trust and Board of Governors.
- 11.2 We will make sure that visitors and external contractors working for the academy comply with our equality and diversity policy.
- 11.3 We will provide staff with ongoing training and information regarding all aspects of equality & diversity.

## **12. Links to other Academy policies**

- 12.1 This policy should be read in conjunction with other policies associated with students such as: Pupil Behaviour, SEN, Gifted and Talented and the Anti-bullying Policy.

### **Procedures for reporting an incident**

Procedures and actions subsequent to a report of an incident of harassment, bullying, discrimination or prejudice.

The Academy will adhere to and include the following principles and actions, subsequent to a report of an incident of harassment, bullying, discrimination or prejudice.

The perpetrator will be interviewed and the incident discussed in detail with an aim to establish a clear understanding of events. This in turn should educate, repair damage and build towards a better understanding.

The victim will be counselled with the aim of showing understanding and giving reassurance. The incident will be discussed in some detail in order to clarify events.

There will be recognition that dealing with incidents of harassment, bullying, discrimination or prejudice is a learning experience for the victim and perpetrator.

Victims of harassment, bullying, discrimination or prejudice will be supported by the Academy and where appropriate, we will seek the support of outside agencies.

Intervention strategies will as far as possible, empower students who have suffered harassment.

Every effort will be taken so the pupil and parents/guardians involved in incidents of harassment, bullying, discrimination or prejudice feel that it has been properly dealt with and that effective procedures are in place to enable any complaints to be heard fairly and appropriately

### Definition of a Racist Incident

It will be important that schools think through for themselves the implications/ definition of the term 'racist incident'. Recommendation 12 of the Macpherson Report on the Stephen Lawrence Inquiry published in February 1999 defined a racist incident as "any incident which is perceived to be racist by the victim or any other person."

Types of racist incidents that can occur are:

- Physical assault against a person or group because of colour, ethnicity or nationality
- Use of derogatory names, insults and racist jokes
- Racist graffiti
- Provocative behaviour such as wearing racist badges or insignia
- Bringing racist material into the Academy
- Verbal abuse and threats
- Incitement of others to behave in a racist way
- Racist comments in the course of discussion
- Attempts to recruit others to racist organisations and groups
- Ridicule of an individual for cultural difference e.g. food, music, religion, dress
- Refusal to co-operate with other people because of their appearance, ethnic origin or nationality
- Written derogatory remarks
- Any of the above forms of racial harassment, or any other discrimination by employers in connection with work placements or work experience

**Incident Monitoring Form**

This form should be used for the recording of all incidents of alleged discrimination, bullying or harassment.

|                      |                   |                     |      |
|----------------------|-------------------|---------------------|------|
| Incident Reported by |                   | Position in academy |      |
| Incident Reported to |                   | Position in academy |      |
| Date:                | Date of Incident: |                     | Term |

**SECTION 1 – DETAILS OF THOSE INVOLVED IN THE INCIDENT**

Record details of each perpetrator and victim (if more than one).

Please attach additional sheets if necessary.

|  |  |
|--|--|
| <p><b>VICTIM</b></p> <p>Name: _____</p> <p>_____</p> <p><input type="checkbox"/> Pupil in academy? If yes, pupil number and key stage</p> <p><input type="checkbox"/> Member of staff or governor? If yes, please give status</p> <p><input type="checkbox"/> Pupil from another organisation?</p> <p><input type="checkbox"/> Other (specify, e.g. parent or visitor)</p> <p><input type="checkbox"/> Involved in previous incidents? If yes, how many and when?</p> <p>Year Group</p> <p>Ethnicity (for students only, from pupil records)</p> <p>Gender      M <input type="checkbox"/>                      F <input type="checkbox"/></p> | <p><b>PERPETRATOR</b></p> <p>Name: _____</p> <p><input type="checkbox"/> Pupil in academy? If yes, pupil number and key stage</p> <p><input type="checkbox"/> Member of staff or governor? If yes, please give status</p> <p><input type="checkbox"/> Pupil from another organisation?</p> <p><input type="checkbox"/> Other (specify, e.g. parent or visitor)</p> <p><input type="checkbox"/> Involved in previous incidents? If yes, how many and when?</p> <p>Year Group</p> <p>Ethnicity (for students only, from pupil records)</p> <p>Gender                      M <input type="checkbox"/>                      F <input type="checkbox"/></p> |
|--|--|

## SECTION 2 – TYPE OF INCIDENT

Please provide below information on the location of the incident  
What type of incident occurred?

|   |   |
|---|---|
| <input type="checkbox"/> Name calling                                       | <input type="checkbox"/> Threatened assault   |
| <input type="checkbox"/> Verbal abuse                                       | <input type="checkbox"/> Attacks on property  |
| <input type="checkbox"/> Physical abuse                                     | <input type="checkbox"/> Abuse by electronic means (i.e. Text or instant messaging) |
| <input type="checkbox"/> Refusal to co-operate due to cultural or religious | <input type="checkbox"/> Socially isolated  |
| <input type="checkbox"/> Graffiti   | <input type="checkbox"/> Other (please specify)                                     |

Please describe briefly what happened.

**SECTION 3 – ACTION TO BE TAKEN TO DEAL WITH THE INCIDENT AND DETAILS OF SUPPORT OFFERED TO VICTIM AND PERPETRATOR**

**What action(s) was / were taken to deal with the incident?**

- Warning to the perpetrator
- Discussion with the victim’s parent(s) / guardian / carer
- Discussion with the perpetrator
- Discussion with the perpetrator’s parent(s) / guardian / carer
- Restorative Justice
- Mediation
- Mentoring
- Counselling
- Curriculum change or addition
- Exclusion
- Referral to Police
- Referral to another body
- Other sanction (please specify) .....
- Other action (please specify) .....
- No action

**Additional Details**

**If no action was taken, why was this? (e.g. allegations were unsubstantiated)?**

The Academy should retain this form.

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