

Equality & diversity policy

This policy is concerned with the Rise School's commitment to equality and diversity.

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This policy is to be implemented by:

- all employees.

This policy is addressed to:

- all employees
- pupils
- other relevant stakeholders.

The purpose of this policy is to ensure that all employees and Rise School stakeholders are aware of the school's commitment to the duties laid out in the:

- Employment Equality (Real of Retirement Age Provisions) Regulations 2011
- Equality Act 2010
- Special Educational Needs and Disability Act 2001
- Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- Protection from Harassment Act 1997
- Equal Pay Act 1970
- Disability Discrimination Act 2005.

Other guidance to refer to includes:

- all legislation cited above
- The essential guide to the public sector equality duty (Equality & Human Rights Commission, 2011)
- Human Rights Act.

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Guidance & procedures

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1. Policy statement

We at the Rise School are committed to equality, diversity and inclusion. We are dedicated to providing a working and learning environment in which the rights and dignity of all its members are respected. We value difference and believe that only by celebrating people's differences may we help everyone fulfil their potential.

We understand that in essence diversity is about people and that equality is about the equality of outcomes that individuals and groups experience. So, in the way we recruit and treat our staff, treat all our pupils and prospective pupils, and work generally, we will seek always to identify and redress imbalances in order to achieve equality of outcomes. We will make reasonable adjustments to enable the full participation in school business of all our stakeholders. We will consult with stakeholders on all major decisions and we will equality impact assess all major decisions.

We embrace the Equality Act 2010 and expect both our staff and pupils to uphold and promote the values enshrined in this legislation.

We will treat any complaints of discrimination, harassment or bullying seriously and investigate them thoroughly. Senior management will always take appropriate action.

2. The Equality Act 2010

2.1 The Equality Act 2010 came into force on 1st October 2010. Its aim is to simplify and harmonise earlier anti-discrimination laws and to extend discrimination protection.

2.2 The Act defines direct discrimination as less favourable treatment because of a protected characteristic. Under the Act, these characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership (for employees)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

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2.3 Indirect discrimination is also covered. Key changes to previous legislation includes:

- the extension of forms of unlawful discrimination to include treating someone unfavourably because they are **associated** with a person with a protected characteristic (for example, a carer) or because it is **perceived** that they have a protected characteristic
- the extension of employer's liability for third party harassment
- the introduction of new forms of protection for disabled people, including the concept of 'discrimination arising from disability' and indirect discrimination.

(Pregnancy and maternity falls under indirect sex discrimination.)

2.4 The three aims of the general duty are to:

- eliminate unlawful discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristics
- advance equality of opportunity between people who share a protected characteristic, and those who do not, by taking steps to meet their needs where they are different from the needs of others
- foster good relations between those who share a protected characteristic and those who do not by encouraging participation in activities where it is disproportionately low.

3. Equality in teaching & learning

3.1 The Rise School will assess all referrals for admission who have a diagnosis of autism and a statement of special educational needs. We will monitor the diversity of all referrals and not discriminate in any way.

3.2 In our daily practice we achieve equality of opportunity in the following ways:

- we monitor achievement of pupils by race, gender and disability. We include this information in our Equality Plan (see [6. Monitoring & review](#)) and redress identified imbalances accordingly
- we promote equality of access and prepare pupils for life in a diverse society
- we use materials that reflect diversity within society
- we challenge racist and discriminatory language and attitudes
- we celebrate aspects of different cultures
- we seek to involve parents and carers in supporting their child's education
- we encourage discussion of equality issues in the classroom and staffroom

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- we include teaching and learning styles which are inclusive and reflect the needs of our pupils
- community cohesion is promoted within the work we do in school, in the community and with our partner schools
- we have a policy on special educational needs (SEN) based on recommendations in the latest national SEN Code of Practice.

4. Staff employment & development

- 4.1 All our advertisements and job specifications will carry a statement stating that the school is an equal opportunities employer that welcomes applications for all posts from appropriately qualified persons regardless of gender, race, religion, disability or age.
- 4.2 At interview we will offer people with a disability the facilities they need to demonstrate their suitability for employment.
- 4.3 We will assess candidates for vacant posts against relevant criteria only – for example, skills, qualifications and experience.
- 4.4 We will record information about the sex, ethnic background, disability and age of all candidates as well as employees, and include this information in the annual Head Teacher’s Report to the Governors.
- 4.5 We will fully induct all staff, and this Induction will reference the Equality policy.
- 4.6 We will give all staff the opportunity to train and develop their careers on an equal basis, and record these development opportunities for inclusion in the annual Head Teacher’s Report to the Governors.
- 4.7 When people become disabled in our employment, we will make all reasonable adjustments possible to help them retain their jobs. If adjustments aren’t possible, we may offer redeployment.

5. Roles & responsibilities

Governors

- 5.1 The governing body is responsible for monitoring and reviewing this policy and the Equality Plan.
- 5.2 It is also ultimately responsible for ensuring that:

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- the school is fully inclusive and responsive to the pupils' needs
- pupils are not discriminated against
- candidates are not discriminated against when applying for posts
- the environment is accessible to people with disabilities
- communications from the school are as inclusive as possible
- no child is discriminated against.

The Head Teacher

5.3 The Head Teacher is responsible for:

- implementing and communicating this policy and the Equality Plan to all staff, pupils and other stakeholders
- reporting on the Equality Plan in the annual Head Teacher's Report to Governors
- promoting equality of opportunity when developing the curriculum
- maintaining a log of breaches of this policy
- responding to all incidence of alleged bullying, harrassment and discrimination with due seriousness.

All staff

5.4 All staff are responsible for:

- role-modelling the values described in this policy
- ensuring the materials they use do not stereotype or portray any protected characteristic negatively
- challenging discriminatory behaviour and apprising the Head Teacher of any serious incidents.

6. Monitoring & review

6.1 We will maintain a log of all reported breaches of this policy.

6.2 We have a duty to draw up equality objectives every four years and to publish information demonstrating how we are meeting these objectives annually. These objectives will feature in our Equality Plan. Progress on the Equality Plan will feature in the annual Head Teacher's Report to Governors. And we will publish the plan in our prospectus and on our website.

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6.3 We will review this policy every two years.

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