

Equality & Diversity Policy

Document History

Version Number	Date of Issue	Review Date	Author	Changes Made/ detail
1	1 st August 2015	February 2015	Sarah Moore	First issue
2	11 th August 2016	July 2017	Sarah Moore	Reviewed – updated co-reviewer to Sarah Moore
3	11 th July 2017	July 2018	Sarah Moore	Reviewed – re-structured but content the same New logo

Aim

At EDA we seek to:

- Eliminate Discrimination
- Advance Equality of Opportunity
- Foster Good Relations

Legal and Statutory Framework

The legal and local framework for this policy is:

- Race Relations Act 1976 (as amended in 2000)
- Disability Discrimination Act 1995 (as amended in 2005)
- Children Act 2004
- Equality Act 2006
- Education and Inspections Act 2006
- Duty to Promote Community Cohesion, Education and Inspections Act 2006
- Equality Act 2010

Emil Dale Academy is a welcoming environment where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation. We endeavour to promote positive relationships with parents, governors and members of the wider community.

At EDA we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We aim to:

- Provide a secure environment in which all our children can flourish and achieve all five outcomes of 'Every Child Matters' (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being)
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- Prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity

- Provide positive non-stereotyping information about different groups of people regardless of protected characteristics under the law (disability, gender, race, sexual orientation, religion or belief, gender reassignment and pregnancy /maternity)
- Plan systematically to improve our understanding and promotion of diversity
- Actively challenge discrimination and disadvantage
- Make inclusion a thread, which runs through all our activities.

To achieve these aims we will:

- Involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share our policies and impact assessments with the whole community
- Collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- Use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning
- Ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity
- Have high expectations of behaviour which demonstrates respect to others
- Ensure that all reasonable adjustments are made to ensure equality of opportunity

Management responsibilities

EDA is committed to following the Equality and Diversity Policy.

EDA management is responsible for:

- Being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community and eliminate any discrimination, harassment or discrimination
- Encouraging, supporting and enabling all students and staff to reach their potential and make a positive contribution
- Working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our Equality and Diversity Policy is followed.
- Ensure that the school complies with equality legislation
- Ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans
- Review the recording and reporting procedures at least annually
- Monitor attendance and take appropriate action where necessary
- Have equal opportunities in staff recruitment and professional development
- Provide information in appropriate, accessible formats
- Be involved in dealing with serious breaches of the policy
- Be pro-active in recruiting high-quality applicants from under-represented groups
- Ensure that all staff receive appropriate and relevant continuous professional development
- Actively challenge and take appropriate action in any cases of discriminatory practice
- Deal with any reported incidents of harassment or bullying
- Ensure that all visitors and contractors are aware of, and comply with, EDA's equality and diversity policy
- Produce a report on progress for governors annually.


Staff responsibilities

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying
- Deal effectively with all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- Identify and challenge bias and stereotyping within the curriculum and in EDA's culture

- Promote equality, and good relations and not discriminate on the grounds of any protected characteristics
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

Document Review

Reviewed By	Reviewed Date	Signature
Emil Dale	11/7/17	

Co-Reviewed By	Reviewed Date	Signature
Sarah Moore	11/7/17	