Aspiration & Achievement | Resilience & Responsibility | Courage & Confidence

eotas|swindon

better choices for **better lives**

19. Equality and Diversity

Date adopted: January 2020

Next review: June 2028

See EOTAS policy control document (held by the Business Manager) for status, notes and actionsabout this policy

Aspiration & Achievement | Resilience & Responsibility | Courage & Confidence

Equality and Diversity

Version	Status	Date	Title of Reviewer	Purpose/Outcome
1.0	adopted	January 2020	Headteacher	Adoption of Equality and Diversity Policy
2.0	Reviewed	June 2024	Headteacher	Review of the policy

Contents

COMPLAINTS POLICY ..... **Error! Bookmark not defined.**

Introduction: ..... **Error! Bookmark not defined.**

Stage 1 – Raising a concern informally with a staff member and/or Head of College ..... **Error! Bookmark not defined.**

Stage 2 – Formal Complaint heard by the Headteacher ..... **Error! Bookmark not defined.**

Complaint about the Headteacher or Management Committee . **Error! Bookmark not defined.**

Stage 3 – Formal Complaint heard by the Management Committee Complaints (Governing Body) Appeal Panel (see Appendix 1) ..... **Error! Bookmark not defined.**

The Management Committee (Governors) appeal hearing is the last school-based stage of the complaints process. ..... **Error! Bookmark not defined.**

The Role of the Department for Education ..... **Error! Bookmark not defined.**

Unreasonable complaints ..... **Error! Bookmark not defined.**

Barring from the School Premises ..... **Error! Bookmark not defined.**

Appendix 1 ..... **Error! Bookmark not defined.**

The Remit of the Complaints Appeal Panel .....Error! Bookmark not defined.

Roles and Responsibilities.....Error! Bookmark not defined.

The Role of the Clerk ..... **Error! Bookmark not defined.**

The Role of the Chair of the Governing Body or the nominated governor..... **Error! Bookmark not defined.**

The Role of the Chair of the Panel ..... **Error! Bookmark not defined.**

Checklist for a Panel Hearing.....Error! Bookmark not defined.

Appendix 2 Flowchart..... **Error! Bookmark not defined.**

Appendix 3 - Complaints Form ..... **Error! Bookmark not defined.**

Legal Duties

As a service we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- race
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to provide services which meet the diverse needs of our pupils, parents and staff. These are to:

Publish equality information – to demonstrate compliance with the general duty across its functions.

Prepare and publish equality objectives (see Appendix A).

To do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

We recognise and accept our equality duties as set out in the Equality Act 2010. We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We acknowledge that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Core Statements:

In fulfilling our legal obligations we will be guided by seven core statements:

Statement 1: All learners are of equal value.

Statement 2: We recognise, welcome and respect diversity.

Statement 3: We foster positive attitudes and relationships, and a shared sense of belonging.

Statement 4: We observe good equalities practice, including staff recruitment, retention and development.

Statement 5: We aim to reduce and remove existing inequalities and barriers.

Statement 6: We consult and involve widely

Statement 7: We strive to ensure that society will benefit.

Our Aims

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

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, sexual orientation, cultures, faiths, abilities and ethnic origins.

Addressing Prejudice Related Incidents

This service is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material.

Responsibility

We believe that promoting Equality is the responsibility of everyone in the school community:

School Community	Responsibility
Management Committee	Involving and engaging the whole service community in identifying and understanding equality barriers and in the setting of objectives to address these. Support the head teacher in implementing any actions necessary Agree, evaluate and review the Equality Statement annually and objectives every 4 years.
Head teacher	As above including: Promoting key messages to staff, parents/carers and pupils about equality and what is expected of them and can be expected from the service in carrying out its day to day duties. Ensuring that staff have access to training which helps them to meet the need of delivering equality.

School Community	Responsibility
	Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head as above. Ensure fair treatment and access to services and opportunities. Have responsibility for supporting staff in implementing the equality statement, their responsibility to record and report prejudice related incidents.
Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum To record and report prejudice related incidents appropriately. Undertake training as required.
Parents	To be given opportunities to become involved in identifying barriers for the service and in informing the Management Committee of actions that can be taken to eradicate these Take an active role in supporting and challenging the service to achieve the commitment given to tackling inequality and achieving equality of opportunity for all.
Pupils	Support the service to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the service and in informing the management committee of actions that can be taken to eradicate these Take an active role in supporting and challenging

School Community	Responsibility
	the service to achieve the commitment made in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole service is aware of the Equality & Diversity Statement.

Breaches

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and management committee.

Monitor and Review

Every four years, we will review our statement in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

Further information on the Equality Act can be found at:
http://homeoffice.gov.uk/equalities/equality-act/
http://www.education.gov.uk/schools/leadership/governance/guidetothelaw/b0065507/gttl/equal-opportunities-and-governors

APPENDIX A:

EQUALITY OBJECTIVES 2024-2025

INTENT

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010 & foster good relations between people who share protected characteristics and those who do not.	Increase the focus on issues of gender, identity, tolerance, acceptance and anti-bullying within the Personal Development curriculum (consolidation of PSHE, SMSC, and Careers Education and Guidance curriculum). Expand pupils understanding of the diversity that exists in our society and therefore improve their tolerance and understanding. Positive role models for people with disabilities to be shared with pupils. Mental Health as a disability explored. Stigma about mental health challenged.
2. Quality assuring high impact educational interventions ensures the service is able to offer all its learner the possibility to keep up and/or exceed learning expectations	Ensure baseline targets are robust from which learning plans are created. Audit effectiveness of SEND provision, making improvements as necessary. Ensure capacity for quality teaching through CPD, Curriculum meetings, TD days by sharing best practice.

IMPLEMENT

Incidents tracked and monitored
SIMs behaviour log.
CPOMS- safeguarding and pastoral care concerns.
Pastoral support team to work with the young person
Student Council/Voice
Working with parents.
Tutor Time/PSHE/SMSC
Baseline Testing
Focused intervention Plans.

IMPACT

Improved attendance
Reduced exclusions
Improved behaviour
Reduction in NEETs
Improved academic attainment
Risk assessment reduced