
EQUALITY & DIVERSITY STAFF & STUDENTS

PREFACE

Chiltern Hills Academy is a learning environment at the heart of its community. We encourage every person in our community to:

Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment and organisation which is spiritual, safe, innovative, creative and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

KEY PRINCIPLES

Our approach to equality and diversity is based on the following key principles:

1. Our learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our Academy's community to feel a sense of belonging within the Academy and wider community and feel that they are respected and able to participate fully in Academy life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our students. We expect that all students can make good progress and achieve to their highest potential.
7. We work to raise standards for all students, but especially for the most vulnerable. We believe that improving the quality of education for most vulnerable groups of students raises standards across the whole Academy.

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PURPOSE OF THIS POLICY

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. Age and marriage and civil partnership are also “protected characteristics” but are not part of the school provisions related to students. This requires all public organisations, including schools to eliminate unlawful discrimination, harassment and victimisation. Additionally, schools must:

- Advance equality of opportunity between different groups
- Foster good relations between different groups.

EQUALITY OBJECTIVES

In line with legislation we have produced the following equality objectives:

1. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our Academy and local communities.
2. To monitor and promote the involvement of all groups of students in extra-curricular life of the Academy, including leadership opportunities, especially students with special educational needs.
3. To close gaps in attainment and achievement between students and all groups of students; especially boys and girls, disadvantaged students, students with special educational needs and disabilities, looked after children and students from different heritage groups.
4. To reduce the incidence of the use of homophobic, sexist and racist language by students.
5. To improve attendance of all groups of students, particularly disadvantaged students, students with special educational needs and disabilities, looked after children and students from different heritage groups.

LINKS TO OTHER POLICIES AND DOCUMENTATION

The Equality Act applies to the Academy in our role as employers, and the way we comply with this are found in our approach to recruitment, under our policy Equality and Diversity, Recruitment & Employment.

WHAT WE ARE DOING TO ELIMINATE DISCRIMINATION, HARASSMENT AND VICTIMISATION

We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.

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We are aware of the Reasonable Adjustment duty for disabled students – designed to enhance access and participation to the level of non-disabled students and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Principal ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the Academy. We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

BEHAVIOUR, EXCLUSIONS AND ATTENDANCE

- The Academy policy on behaviour takes full account of the new duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with disability. We closely monitor data on exclusions and absence from school for evidence of over representation of different groups and take action promptly to address concerns, addressing prejudice and prejudice based bullying.
- The Academy challenges all forms of prejudice and prejudice based bullying, which stand in the way of fulfilling our commitment to inclusion and equality: - prejudices around disability and special educational needs – prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum – prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.
- We treat all bullying incidents equally seriously. We keep a record of different prejudice related issues and provide a report to the governors about the numbers, types and seriousness of prejudice related incidents at the Academy and how we have dealt with them. We review this data regularly and take action to reduce incidents.

WHAT WE ARE DOING TO ADVANCE EQUALITY OF OPPORTUNITY BETWEEN DIFFERENT GROUPS

- We know the needs of our Academy's population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements (Appendix 1).
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our student admissions meetings.
- We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement.
- We take action to close any gaps, for example, for those making slow progress in acquiring age appropriate literacy and number skills.
- We collect, analyse and publish data: on the Academy's population by gender and ethnicity; on the % of students identified as having a special educational need and/or disability and by their principal need or disability; by year group – in terms of ethnicity,

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gender and proficiency in English; on inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

- We publish an analysis of standards reached by different groups at the end of each key stage. We also collect, analyse and use data in relation to attendance and exclusions of different groups.
- We avoid language that runs the risk of placing a ceiling on any students' achievements or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all students.
- We provide support to students at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality. In addition, to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between, for example: disabled and non-disabled people – people of different ethnic, cultural and religious backgrounds – girls and boys.
- We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.

POSITIVE ACTION

We will take positive and proportionate action to address the disadvantage faced by particular groups of students with particular protected characteristics, such as targeted support.

WHAT WE ARE DOING TO FOSTER GOOD RELATIONS

- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and Citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the Academy, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping. We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures. We include the contribution of different cultures to world history and which promote positive images of people.
- We provide opportunities for students to listen to a range of opinions and empathise with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, visitors, and whole Academy events.

ROLE AND RESPONSIBILITIES

We expect all members of the Academy's community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

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PRINCIPAL AND LEADERSHIP TEAM

The Principal is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

TEACHING AND SUPPORT STAFF

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom;
- Challenge prejudice and discrimination;
- Deal fairly and professionally with any prejudice related incidents that may occur;
- Plan and deliver curricula and lessons that reflect the Academy's principles; for example, in providing materials that give positive images in terms of race, gender and disability;
- Maintain the highest expectations of success for all students;
- Support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult;
- Keep up-to-date with equalities legislation relevant to their work. The Academy will provide training and guidance on equalities to all staff new to the Academy as part of the induction procedure.

VISITORS

All visitors to the Academy, including parents and carers, are expected to support our commitment to equalities and comply with the duties set out in this policy.

EQUAL OPPORTUNITIES FOR STAFF

This section deals with aspects of equal opportunities relating to staff.

The Academy is committed to the implementation of equal opportunities principles and the monitoring and active promotion in all aspects of staffing and employment. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. We are also concerned to ensure wherever possible that the staffing of the Academy reflects the diversity of the community.

As an employer, we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce. We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

DISSEMINATING THE POLICY

This Equality Policy is available on the Academy's website and paper copies by request. We publish on the Academy's website copies of relevant policies and guidance, including those on behaviour, anti-bullying and special educational needs.

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MONITORING, EVALUATION AND REVIEW

This policy will be reviewed when there are changes in the law or annually to assess implementation and effectiveness.

This policy will be promoted and implemented throughout the Academy.

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Appendix 1

Public Sector Equality & Diversity Duty Plan

<i>Objectives</i>	<i>Actions</i>	<i>Responsibility</i>	<i>Success Criteria</i>
Effectively promote equality and diversity of opportunity and tackle discrimination	Annual review and consultation with stake-holders	Principal	Positive outcomes for students/parents/staff
	Evaluation of results for key groups of students	VP (data)	Progress of all groups of students
	Identifying new Y7s with disability issues	AYL Y7 / SENDCO	New Y7 students are all fully supported and can access the whole curriculum
	Annual review of policy	Principal	All staff are familiar with the policy and it is embedded within the school
	To develop awareness of Black History in Britain by using a range of resources including promotion of literature, PPT presentations and videos.	E&D	To ensure students have an appropriate understanding of Black History within Britain. The promotion of Black History allows students to get perspective of people within the BAME community.
	To review current curriculum and see how it is possible to integrate Black History into it. This will be using registration periods, Life Skills and Literacy. Others include; Ramadan, Pride.	E&D	
	To create an area of the school which supports and promotes equality and diversity across the nine protected characteristics. The board will share education and information available to students to allow them find out what we as a school are doing to support equality and diversity.	E&D	Minority communities feel underrepresented within the school and feel like there is not an area for them to get support and education. The noticeboard will provide an opportunity for students to see what we as a school are doing and also will offer support for students.

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Key protected characteristic: ethnicity	<p>Monitoring of different groups of students with regard to attendance, exclusion and punctuality</p> <p>To invest in community links within the community including the mosque to build better relationships with students. Mosque would like to support academic development of students within the community by running extra-curricular workshops and courses for primary and secondary support.</p>	SLT E&D	<p>Data is shared with staff and governors</p> <p>Pakistani cohort of students are low achieving within the school and providing them with external support will support them with attainment of grades</p>
Key protected characteristic: disability	<p>Review the funding of HNFP and EHCP</p> <p>Monitor impact of SEND support on outcomes e.g. P8 and KS5</p> <p>To improve the behaviour and attitude towards the nine protected characteristics by providing regular education to students. Key aspects for this year are to increase in education of LGBTQ+, Black History/Racism and Disability by creating PPTs and regular conversational material</p>	SENDCO E&D	<p>Funding is used solely to support the students indicated</p> <p>Analysis reveals positive outcomes</p> <p>To allow for students within the BAME and other minority groups to feel included and feel as if the school is more of a community</p>
Key protected characteristic: LGBTQ+	<p>Tracking and monitoring of incidents over time</p> <p>Challenging inappropriate attitudes</p> <p>To create an LGBTQ+ inclusive support group, allowing for open discussion and new education for students within the group.</p>	Report to Governors All staff E&D/Staff	<p>Incidents reduce in number in time</p> <p>Staff are aware of and react to inappropriate comments</p>

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Key protected characteristic: Gender	10% approx. national gender gap in outcomes. Review gender gap in the 3 Progress Checks in each year and in the evaluation of external results (GCSE/BTEC/A Level)	AYLs/VPs	Positive interventions are developed to minimise the gender gap
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Summary Analysis of Protected Characteristics

Public Sector Equality & Diversity Duty to publish equality and diversity information:

Protected Characteristic	Summary of analysis (using in-year data 2019-20) Protected characteristics updated (2021)
Sex (gender)	Girls making more progress in general. Long standing pattern in line with national picture. Consistent across year groups. Boys' soft data (a small group in each year) shows lower levels of compliance to academy expectations
Race (ethnicity)	Lower rates of progress for less motivated white British and Pakistani students. Socio-economic factors have a strong correlation with performance rather than ethnic group Covid-19 factors being an influence and other factors such as home circumstances, availability of resources such as technology. Priority school opportunities provided to be able to support needs.
Disability (inc. SEND)	SEND students make broadly average progress within the academy. Small numbers of disabled students make data comparisons inaccurate. Students with ASD/Asperger's and those with communication difficulties make good progress.
Religion / Belief	Limited data to analyse this. Good progress is more related to socio-economic and family expectations. Anecdotal data does indicate that strong belief does lead to high expectation and as a result better progress than those with no belief. Increased opportunities provided to be able to offer education on different religion.
Sexual Orientation	Data for gay, lesbian and bisexual students is not held, individual students are supported on an individual basis. Data currently not held but opportunities provided for students to have more of a sense of 'belonging' at CHA. Data will be re-analysed after a period of time.
Gender Reassignment	Transgender data is not held by the Academy. Individual students are supported on an individual basis
Pregnancy and Maternity	Data is unavailable as for this group the numbers are extremely low. Where necessary external providers are used to provide tuition in these circumstances.

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Age	Data currently unavailable
Gender Reassignment	Data is unavailable as for this group the numbers are extremely low. Where necessary external providers are used to provide tuition in these circumstances. Gender reassignment data is not held by the Academy. Individual students are supported on an individual basis