

DUDLEY ACADEMIESTRUST

Equality Policy

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Our mission: Working together we will develop inspirational schools which instil ambition and desire in young learners, open their minds, widen their horizons and equip them to succeed in a challenging world.

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Introduction

Dudley Academies Trust is continuously striving to create a productive environment, representative of and responsive to different cultures and groups, where everyone has an equal chance to succeed.

We all have a responsibility to embrace and support this vision and must continue to challenge behaviour and attitudes that prevent us from achieving this. Using fair, objective and innovative practices, our aim is to ensure that:

- All employees and learners are treated fairly and with respect.
- All employees and learners have the right to be free from harassment and bullying of any description, or any other form of unwanted behaviour, whether based on sex, trans-gender status, marital status, civil partnership status, pregnancy, race, disability, age, political or religious belief or sexuality.

Everyone has an equal chance to contribute and to achieve their potential, irrespective of any defining feature that may give rise to unfair discrimination.

Expected outcomes

Gender

Women and men of all ages are fully and properly represented and rewarded for their contribution at all levels of the organisation through:

- challenging gender stereotypes
- supporting employees in balancing their life at work and at home
- supporting employees and learners who become pregnant and taking active steps to facilitate their return to work after maternity leave

Trans-gender status

People who plan to undergo, are undergoing, or have undergone gender re-assignment are protected against all forms of discrimination and harassment. Dudley Academies Trust will take positive steps to support a trans-gender person and ensure they are treated with dignity and respect.

Marital status

People are treated fairly and equally in the workplace irrespective of their marital, civil partnership or family status.

Race

The racial and cultural diversity of our communities is represented at all levels of the organisation through:

- challenging racial stereotypes
- understanding, respecting and valuing different racial and cultural backgrounds and perspectives

Disability

The abilities of disabled people are recognised and valued at all levels of the organisation through:

- focusing on what people can do rather than on what they cannot
- challenging stereotypes about people with disabilities
- making appropriate adjustments to help people with disabilities achieve their full potential

Age

- Age diversity within the workforce is promoted and valued through:
- challenging age stereotyping
- recognising the benefits of a mixed-age workforce

Religious belief and political opinion

People are treated fairly irrespective of their religious beliefs and practices or political opinions by recognising individuals' freedom of belief and right to protection from intolerance and persecution.

Sexuality

People are treated fairly in the workplace irrespective of their sexuality through:

- respecting different lifestyles
- challenging negative stereotypical views

Key areas in promoting equality

The ethos of Dudley Academies Trust

Dudley Academies Trust has clear procedures for dealing with harassment.

- Dudley Academies Trust promotes understanding of the Equality policy and ensures that everyone abides by it.
- All curriculum activities and administrative and pastoral systems are informed by the Equality policy.
- Policies and procedures for promoting equality are regularly reviewed, and their effectiveness evaluated, taking into account the views of all sections of the community.

Learners' achievement and progress

Dudley Academies Trust has strategies for tackling differences in the attainment and progress of particular groups against the specific background of underachievement.

- Teachers are aware of the background of individual Learners and are aware of current national concerns regarding underachievement in certain groups. Their lesson planning, teaching strategies and resources take these concerns into consideration and provide the support needed to address them.
- All Learners have equal access to extracurricular activities.
- All Learners are provided with the support and guidance they need.

- Staff challenge discrimination and stereotyping and promote equality in education, employment, training and career choice.

Curriculum/Teaching and Learning (including language and cultural needs)

- Dudley Academies Trust promotes an inclusive curriculum, which reflects the diverse nature of society.
- Equality is promoted and discrimination challenged in all areas of the curriculum.
- Subject leaders provide guidance and examples of good practice for colleagues.
- Teaching methods take account of the needs of Learners from different groups and cultural backgrounds.
- The curriculum contributes to Learners' development and sense of identity through providing knowledge and understanding of the spiritual, moral, and cultural heritage of Britain's diverse society and of the local, national, European and global dimensions of their lives.
- The curriculum encourages understanding of questions of right and wrong, racism, bullying and stereotypes, and develops the ability to recognise and challenge prejudice.
- The Personal, social, health and economic (PSHE) curriculum encourages the development of good relationships and respect for other people.
- Resources in the curriculum are appropriate for varying specific needs and are free from stereotyping.
- Lessons are planned which provide for a range of different learning styles, built on Learners' interests and cultural experiences, and which are appropriately challenging for those whose understanding and ability may be in advance of their language skills.
- The language and learning needs of Learners are clearly identified and appropriate support is provided.

Learners behaviour, discipline and exclusion

- Procedures for managing behaviour and disciplining learners are fair and applied equally to all, irrespective of ethnic background, gender, faith, sexuality or disability.
- There are strategies in place to support any learner who is vulnerable to exclusion because of behavioural difficulties.
- Strategies to re-integrate long-term truants and excluded learners address the needs of learners from all groups.
- The Academies regularly analyse data on discipline and exclusion with a view to identifying, if present, any imbalance between specific groups, and addressing the difference with appropriate remedial action.

Harassment and discrimination incidents

- There is a clear policy and established procedures for dealing with incidents of harassment, which are understood by everyone.
- The monitoring system enables the academies to report relevant details on request and informs the Academies in their planning e.g. of PSHE programmes.

Admission and transfer procedures

- Steps are taken to ensure that all selection methods are fair and equitable for learners.
- Learners attendance is monitored by ethnic group, gender etc. and the data is used to develop strategies to address poor attendance.
- Provision is made for learners to take time off for religious observance, through leave of absence and authorised absence.

Staff recruitment and career development

- Recruitment and selection procedures are consistent with Equality legislation.
- Everyone in recruitment and selection adheres to this code.
- Steps are taken to encourage people from underrepresented minority groups to apply for positions at all levels in Dudley Academies Trust.
- The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.
- Staff and Governors go through regular and systematic programmes on equality issues.
- Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all groups.
- Individual staff effectiveness in dealing with equality issues is addressed through their own Line Manager as appropriate.
- Dudley Academies Trust takes active steps to ensure that selection for redundancy avoids discrimination.

Parents, governors and community partnership

- Parents are welcome and respected in the Academy.
- Governors are encouraged to play an active role in the academy to be able to fulfil their monitoring role.
- All parents are regularly informed of their child's progress.
- Dudley Academies Trust seeks to encourage active links with minority community groups.