



Subject: Equality and Diversity	Number: POL00111
Approved by:	Type: Policy
Managing Director	Issued: October 2021
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1. Objectives

The Robert Holme Academy recognise our obligations under the Equality Act and are committed to promoting the equality and diversity of all those we work with especially our employees, students and visitors.

1.1 Overall Aims

We are committed to promoting equality, diversity and inclusion in everything that we do. We therefore seek to ensure that everyone is treated equally, regardless of:

- age;
- pregnancy and maternity
- religion or belief;
- disability;
- socio-economic background;
- race or colour;
- gender;
- sexual orientation; or
- transgender identity.

We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

In addition, and in line with the Department for Education objectives, the Robert Holme Academy aims to improve the opportunities of its students who may otherwise be disadvantaged. We recognise the wider value of education, beyond solely the achievement of academic targets, allowing individuals to develop an understanding and experience of the value and range of diverse cultures, identities and backgrounds.

The Robert Holme Academy has high expectations of staff and students and is committed to providing a high-quality learning environment. We believe that diversity is important and that every student is individual but still equal. We ensure that the Robert Holme Academy meets the needs of their students regardless of their background or protected characteristics. When required, reasonable adjustment is made to ensure all students have equal access to all aspects of their experience at the Robert Holme Academy, including the curriculum.

The Robert Holme Academy is also committed to the recruitment and retention of disabled people and aims to be recognised as employer who is positive about disabled people.

The Robert Holme Academy is committed to providing a safe, supportive and inclusive environment for learning. We feel that the Robert Holme Academy is enriched by the diversity that each individual brings and we are committed to creating a safe, welcoming environment for all, where each learner can flourish, knowing that differences are respected.



2. *Scope and Applicability*

This policy applies to all members of staff and students attending the Robert Holme Academy, along with any visitors including parents/carers, contractors, and all other guests.

This policy covers all areas of employment: recruitment and selection, terms and conditions, promotion, transfer, training, appraisal and selection for redundancy. The policy outlines:

- what equality of opportunity means within the Robert Holme Academy;
- what we mean by discrimination and harassment:
- the sort of behaviours and attitudes we wish to promote, and
- the procedures and actions to be taken take if anyone has been discriminated against, victimised or harassed.

The policy also sets out the way in which the Robert Holme Academy embraces all the ways we differ. This includes visible differences such as age, gender, ethnicity and disability, as well as invisible differences such as thinking styles, sexual orientation and nationality. We recognise that all these characteristics interact and influence our sense of identity and how we behave and make us each the unique people we are.

3. **Procedures**

3.1 *Responsibilities*

3.1.1 *Responsibilities of the Managing Director*

The Managing Director has overall responsibility for maintaining effective policies, proceures and working practices to sustain equality and diversity within the Robert Holme Academy.

The Managing Director is therefore responsible for:

- the elimination of unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act;
- advancing equality of opportunity between people who share a protected characteristic and people who do not;
- fostering positive relations between people who share a protected characteristic and people who do not;
- publishing relevant, proportionate information demonstrating compliance with the equality and diversity responsibilities;
- setting equality objectives which are specific and measurable, and monitoring progress towards their achievement.

3.1.2 *Responsibilities of the Headteacher*

The Headteacher has a primary responsibility for the implementation of our equality and diversity policy.

The Headteacher is the senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Equality and Diversity Policy' is the Headteacher.

The Headteacher is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of our policy. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined below.



The Headteacher is therefore responsible for:

- creating an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- ensuring that compliance with the Equality and Diversity policy on a day-to-day basis;
- ensuring all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented effectively;
- implementing effective and reasonable adjustments where appropriate to meet the individual needs of staff, student and others who may have business with the Robert Holme Academy;
- taking all reasonable steps to prevent discrimination, harassment and victimisation from taking place;
- recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with policy and associated procedures.

3.1.3 Responsibilities of all Staff

All staff are responsible for making sure that they are aware of, and comply with the equality and diversity policy.

It is the responsibility of all staff to:

- treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- support and participate in any measures introduced to promote equality and diversity;
- actively challenge discrimination and disadvantage in accordance with their responsibilities;
- report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that every member of staff is personally responsible for their own behaviour including acts of discrimination, harassment or victimisation carried out during their employment. The Robert Holme Academy does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation. Any breach of this policy may lead to disciplinary action.

Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

3.1.4 Responsibility of all Students

All students are also expected to comply with the Robert Holme Academy's equality and diversity policy.

3.2 Disabilities and Accessibility

The Robert Holmes Academy is an accessible building with facilities to accommodate physically disabled students and visitors. Features comprise:

- entrance ramps for easy access;
- widened internal doors to all rooms;
- disabled parking; and
- disabled toilet facilities including alarm systems.



Disabled access and thoroughfares are kept clear and available at all times. Disabled toilets and other washroom facilities are checked regularly and are serviced immediately if they need to be cleaned or re-stocked.

We will, on request, make arrangements for communications to be provided to parents/carers with disabilities, including providing communication in larger text for easy reading or communicating exclusively by telephone if this is the only effective means of communication.

The Robert Holme Academy also encourages people from varied backgrounds and with disability to apply for employment as part of its policy to promote equality and diversity. All applications for employment are considered on their experience, qualification and suitability for working within an environment with vulnerable children.

Wherever possible, reasonable adjustments are made to support individuals with disabilities to access our facilities. Reasonable adjustments include the actions to enable any member of staff, student or visitor with disabilities access the Robert Holme Academy, as far as reasonably possible, to the same level as those without disabilities. In the the case of students, this involves working in partnership with schools and parents/carers, to identify the student's needs and the support strategies to be provided.

3.3 ***Recruitment and Employment***

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally.

We will provide job applicants with details of the vacant job i.e. job description, person specification, application form and information about the Robert Holme Academy in alternative formats on request. We will also make suitable provisions and adjustments for interviews and where successful candidates are appointed.

We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. selections for employment will be made on the basis of aptitude, ability and merit.

Where recruitment and selection is carried out by a third party, on behalf of the Robert Holme Academy, we will take all reasonable steps to ensure they adhere to the principles of this policy.

All job applicants are given access to this policy to ensure their views are in line with those of the Robert Holme Academy. Staff are also provided with a copy of this policy on commencement of employment.

Training, including obligations with respect to the Equality and Diversity policy are provided as part of the induction process.

3.4 ***Curriculum***

The curriculum is crucial to tackling inequalities for students including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum. All students of RHA should have access to learning experiences which will:

- enrich their lives;
- develop an understanding and acceptance of cultural differences;
- allow them to achieve their potential;
- build self-esteem and self-respect;
- encourage them to engage in society in a positive manner;



Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any young person in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.

Specific measures include:

- examining where and when themes around equality and inclusion might be embedded into topics within each curriculum area
- holding equality and inclusion themed events on a regular basis and following up on these
- ensuring that staff with specific areas of responsibility consider the implications of Equality and Inclusion with their work.

The development of respect and tolerance is embedded positively in all learning experiences and social aspects of the school day with a multi-disciplinary approach that meets the specific needs of the students. We also focus on consistency in teaching to allow students to develop an understanding of right and wrong, freedom of speech and respect for others.

Being a nondenominational, the Robert Holme Academy embraces all types of religion and is able to support students of different religious beliefs. Students are offered a diverse timetable which covers a range of religious beliefs without forcing any religious belief on to students. Religious and cultural celebrations and worship can be offered in line with individual wishes.

Our staff remain balanced and offer a multicultural education which embraces difference and is free from religious bias. Staff monitor and report any incidents of discrimination through the behaviour procedure and policy. Extremist views are not tolerated and may be reported in line with current legislative guidance.

3.5 ***Harassment and Bullying***

Harassment and bullying are unacceptable behaviours that students or staff may be subjected. Acts of harassment and bullying include, but are not limited to:

- name-calling;
- abusive comments;
- intimidating text messages;
- deliberate exclusion;
- pushing/shoving; and
- any more aggressive physical contact.

Any sign, symptom or concern of bullying, discriminatory treatment or actual incident of bullying is reported to a member of staff. Staff are required to formally record all reported signs, symptom or concern of bullying, as well as actual incidents as soon as is reasonably possible, and within 24 hours of the incident.

Bullying is not always in a physical form but can be in the form of 'cyber bullying'. This is where an intentional and aggressive act is carried out by an individual or group using electronic forms of contact against a victim who cannot easily defend themselves. Contact may be a one-off incident or may be repeated over time.



Cyberbullying can be take undertaken in many ways, but is more often in the form of:

- text messages;
- pictures or videoclips;
- phone calls or voice messages;
- emails;
- chat-room messages;
- instant messaging; or
- other social media and website messages.

Again, all staff at the Robert Holme Academy are vigilant for indications that a student may be cyberbullying others, or may be a victim of cyberbullying.

All bullying-related incidents confirmed or otherwise is addressed in accordance with our Anti-Bullying Policy.

3.6 *Complaint's Procedures*

If a member of staff believe they have experienced harassment, bullying or discrimination then they may either attempt to resolve the matter informally or invoke the formal complaint procedure under the Robert Holme Academy's Grievance Procedure to pursue their claim. All cases are taken seriously, dealt with quickly and treated with the utmost confidence.

While we do not wish to deter individuals who wish to make genuine complaints, it should be noted that vindictive or vexatious complaints will be viewed seriously and will be dealt with as a disciplinary action. Equally unacceptable is the threat of making an unfounded complaint of discrimination or harassment.

3.7 *Monitoring the Implementation of the Equality and Diversity Policy*

Implementation of the Equality and Diversity policy is monitored by the Managing Director and Headteacher. Efforts are made to improve performance with respect to Equality and Diversity by:

- including Equality and Diversity topics in team meetings, while also including Equality & Inclusion as an agenda item;
- reviewing the number of bullying incidents by equality characteristic, while taking appropriate and pro-active action to reduce the frequency of incidents;
- monitoring comments and complaints in relation to equality and inclusion;
- maintaining records of training and information presented to staff;
- promoting stories and acts of kindness relating to equality and inclusion;
- seeking feedback from pupils, staff, parents and the wider community to gain their views on the effectiveness of our Equality and Diversity Policy.

This information is used to identify improvements that can be made to the Equality and Diversity Policy and its implementation within the school.



4 ***References***

This policy has been developed in line with the following guidance:

1. The Equality Act 2010, available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>
2. The Equality Act 2010: guidance, available at: <https://www.gov.uk/guidance/equality-act-2010-guidance>
3. Equality and Diversity guidance, available at: <https://www.gov.uk/government/organisations/home-office/about/equality-and-diversity>
4. The Equality Act 2010 (Specific Duties) Regulations 2011, available at: <https://www.legislation.gov.uk/uksi/2011/2260/contents/made>
5. Diversity and Inclusion Strategy 2018 to 2025, available at: <https://www.gov.uk/government/publications/diversity-and-inclusion-strategy-2018-to-2025>
6. DfE Outcome Delivery Plan: 2021 to 2022, available at: <https://www.gov.uk/government/publications/department-for-education-outcome-delivery-plan/df-e-outcome-delivery-plan-2021-to-2022#e-our-equality-objectives>