Equality for Students Policy

Introduction
Graduately Developing Futures (GDF) aims to create an inclusive school culture that fosters acceptance and respect for diversity and the promotion of British Values. In doing so, we seek to deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve their full potential. We believe that our school is enriched by and celebrates the diversity of a whole school community. That is why discrimination, harassment, vilification, bullying and victimisation will not be tolerated under any circumstances.

Policy Statement
GDF is committed to ensuring that the working environment is free from discrimination, harassment, bullying, vilification and victimisation. We acknowledge that in society some people are treated unfairly or unfavourably because of irrelevant personal characteristics such as their sex or race. GDF supports the Charter of Human Rights and the Equal Opportunity Act 2010, which states that it is against the law to discriminate against anyone, including students and school staff, because of their actual or assumed: Gender, Ethnic Origin, sexuality, physical appearance or background.

Responsibility
GDF believes that promoting equality is the whole school's responsibility.

Teachers:
Teachers are responsible for ensuring that:

- teaching styles, methods, language, questioning and classroom management includes and engages all students
- suitable resources are chosen which motivate and are sensitive to different groups, cultures and backgrounds
- stereotypes and what are thought to be stereotypical activities are effectively challenged
- teaching strategies are reviewed in relation to variations in learning and attainment and in the light of known good practice
- they are aware of possible cultural assumptions and bias within their own attitudes.

Leadership and Management:
Senior and Middle Leaders are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures would include:

- identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups
- monitoring differences in student attitudes to work, and towards each other, with a view to identifying any significant patterns

©2021 GDF
Registered office: 2nd Floor South, One Castle Park, Tower Hill, Bristol, BS2 0JA
Company no: 07150627

- addressing issues such as sexual, racial or homophobic harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents
- ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met
- the impact of additional support on standards achieved is evaluated.

It is essential that there is an appropriate response to identified patterns of attainment, progress, behaviour, attitudes and attendance. It is the responsibility of managers to ensure that:

- strategies are implemented to raise performance, aspirations and self-esteem
- staff development is provided to raise awareness of differences in need and to promote strategies to raise achievement in all students
- an environment is created which affirms and supports ethnic, cultural, religious and social diversity and effectively promotes good personal, community and race relations.

Non-Teaching Staff:
Non-Teaching staff support the school and the Governing Body in delivering a fair and equitable service to all stakeholders. These include:

- Upholding the commitment made by the Principal on how students and parents/carers can be expected to be treated
- Supporting colleagues within the school community
- Ensuring own awareness of the responsibility to record and report prejudice related incidents.

Governing Body:
The Governing Body are responsible for involving and engaging the school community in:

- Identifying and understanding equality barriers and setting of objectives to address these
- Monitoring progress towards achieving equality objectives
- Publishing data and publishing equality objectives.

Principal:
As above including:

- promoting key messages to staff, parents and students about equality and what is expected of them and can be expected from the school in carrying out its day to day duties
- ensuring that all the school community receives adequate training to meet the needs of delivering equality including student awareness
- ensuring that all staff are aware of their responsibility to record and report prejudice related incidents.

©2021 GDF

Parents:
Parents are responsible for:

- Taking an active part in identifying barriers for the school community and in informing the local governing body of actions that can be taken to eradicate these
- Taking an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.

Students:
Students are responsible for:

- Supporting the school to achieve the commitment made to tackling inequality
- Upholding the commitment made by the Principal on how students and parents/carers, staff and the wider school community can be expected to be treated.

Equality of opportunities
No member of the school community will be treated less favourably because of their actual or assumed: Gender, Ethnic Origin, sexuality, physical appearance or background. Nor will such characteristics affect access to benefits and services that the school provides.

Discrimination is unacceptable at GDF

Discrimination
Discrimination may be direct or indirect – both are against the law.

- Direct discrimination means treating someone unfairly or less favourably because of one of the personal characteristics listed above or because of their association with someone identified with one of those characteristics
- Indirect discrimination happens when a rule, policy or requirement unnecessarily or unreasonably disadvantages a person or group of people because of a protected personal characteristic they share.

A human rights based approach means taking steps to assess the school's decisions and actions and also taking proactive steps to encourage and promote wider school discussion and student learning on the key Charter themes of Freedom, Respect, Equality and Dignity.

Review
This policy will be reviewed on an annual basis as a minimum. Next review date 01.09.2027

©2021 GDF