



HARMONIZE ACADEMY

EQUALITIES POLICY

POLICY WRITTEN BY:	PRINCIPAL
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Trust, Respect, Compassion, Forgiveness

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INTRODUCTION

The guiding principles of the Harmonize Academy Equalities Policy are enshrined in the Equality Act that came into force in October 2010, replacing the Race Relations Act 1976 and the Disability Discrimination Act 1995. The Equality Act brings together nine pieces of legislation into one single Act, simplifying the law and reducing the burden on organisations by making it easier for institutions to comply with discrimination law. The Equality Act and Schools was updated in 2014.
https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

The overall responsibility for the policy and effective implementation of Equalities within Harmonize Academy lies with the Principal, reporting to the Governing Body.

The Vice Principal is responsible for monitoring the implementation of equalities within the organisation, reporting, on equalities, to the Principal.

Compliance with the Equalities Policy is the responsibility of all staff, managers, and volunteers in Harmonize Academy.

A written policy can only ever be a statement of good intent. For it to become effective it must be translated into practice. Adopting Equalities practice creates a positive, safe and supportive environment from which all staff and students benefit.

EQUALITIES POLICY STATEMENT

Harmonize Academy recognises that in our society, groups and individuals have been and continue to be discriminated against.

Harmonize Academy acknowledges that institutional structures, practices and procedures can be discriminatory. Individuals can experience inequalities in their lives, on account of;

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation

Harmonize Academy is committed as an organisation to:

- i. achieving equalities in all aspects of its work.
- ii. ensuring that it applies equalities opportunities principles in the implementation of its student admissions, staff and volunteer recruitment and staff promotion procedures.
- iii. ensuring that all students are given the best education regardless of ability, gender, race, culture and disability, religion or sexual orientation.
- iv. ensuring that prejudice and discrimination in all their forms are actively rejected.

Ethos of the Academy

- i. The Christian ethos of the Academy in which everyone is valued equally, regardless of ability, gender, race, culture and disability, religion or sexual orientation.
- ii. Visitors and those who telephone or write to the Academy will be made to feel welcome;
- iii. Positive links with the community are encouraged;
- iv. Displays around the Academy will reflect positive images and the diversity of the community;
- v. Rules, rewards and sanctions are applied equally to all students;
- vi. Appropriate attitudes, language and behaviour are actively promoted;
- vii. Procedures for dealing promptly with incidents of bullying, sexual, racial and disability discrimination are in place;
- viii. Academy publications will be produced with regard to the policy; and.
- ix. Planned opportunities for students to develop a practical understanding of appropriate social relationships and the rights and responsibilities of individuals will be included in the curriculum.

Admissions

Admissions to Harmonize Academy will be governed by the agreed admission arrangements as outlined in the Funding Agreement between the Academy Trust and the Secretary of State for Education. Within these arrangements, Harmonize Academy, will ensure that it pays due regard to equality when it decides whether or not it will admit a student referred to it by a school, academy or local authority.

However, irrespective of equalities considerations, Harmonize Academy will not accept a referral if:

- our risk assessment indicates that the student will pose an unacceptable level of risk to other students and staff;
- during or at the end of the introductory programme the student exhibits behaviour that indicates that he/she is a danger to the other students and/or staff

In the context of disability, an applicant's disability would not prevent the Harmonize Academy from accepting a referral and integrating him/her into the Academy, unless:

- the content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
- the Academy would be unable to provide suitably trained staff or facilities to allow the requirements of the National Curriculum to be met

Harmonize Academy's policies in relation to Disability are detailed in the Harmonize Academy Disability Policy document.

Teaching

Teachers are responsible for ensuring that:

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

Leadership and Management

The Harmonize Academy senior managers are responsible for ensuring that appropriate arrangements are put in place to monitor the performance of potentially disadvantaged students. Measures include:

- i identifying and investigating any patterns with regard to exclusions and poor attendance in respect of particular groups;
- ii monitoring differences in student attitudes to work and towards each other, with a view to identifying any significant patterns;
- iii addressing issues such as sexual or racial harassment, bullying and hostile behaviour and ensuring that there are effective procedures for reporting and responding to such incidents;
- iv ensuring that the performance of different groups of students is monitored and evaluated so that the particular needs of different students are met; and
- v 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:

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

Staff (see Harmonize Academy Equal Opportunities – Staff policy)

- i. The Staff Recruitment Policy embodies the principles of equality
- ii. The Policy of Harmonize Academy is that it will not directly or indirectly discriminate in the provision of training courses.
- iii. The performance management process reflects the principles of Equality.

Incidents

- i. Strategies are in place and communicated to all staff for dealing with breaches of the Equalities Policy, and racist incidents will be recorded on the Racist Incident log.
- ii. Breaches of the Equalities Policy should be reported using the Incidents Log and these will be treated as disciplinary issues.
- iii. The Deputy Principal will monitor the incident log.

Monitoring and Review

- i. A log of all reported breaches of the Equalities Policy is kept.
- ii. Review contracts of employment for clauses which ban employees from discussing their pay.
- iii. The policy will be reviewed every two years to make sure that all protected characteristics are appropriately covered and to set out clearly the position regarding claims based on association and perception. Changes should be reflected in the academy strategic plan and reported to the Governing Body.
- iv. The Governing Body will monitor the operation of this policy.