
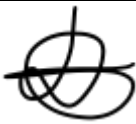




Anti-Discrimination Policy

Signatories		
Head of School	Mrs C Brown	
Chair of Governors	Mr L Geary	

Review	
Dated	September 2024
Next review	September 2026

This policy is available on our school website and is available on request from the school office.

Date written: September 2024

Date of next review: September 2026

Authors: Jasmine Citalois & Patrick Adekoya

This policy will be reviewed at least annually and/or following any updates to national and local guidance and procedures.

Context

The Academy of Woodlands is a fair, diverse and supportive school with a zero-tolerance to discrimination in our school community. We are proud to celebrate the range of backgrounds in our school and ensure equality and diversity can be catered for in our lessons, policies and school culture. All protected characteristics are acknowledged within our school community and we foster a positive behaviour and attitudes towards each other.

In line with our school values, we show respect to all members of the school community regardless of which protected characteristic they are in and ensure that every child is and feels included in our school community.

Our commitment to inclusion means that we challenge any negative discrimination against our children and adults on the basis of their age, disability, gender reassignment, marital status, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We support and will adhere to guidance from the DfE Equality Act 2010 advice for schools as well as the Universal Declaration of Human Rights 1948 which requires schools to actively promote the equality of all members of our school community.
This policy outlines anti-discrimination at our school.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

This document also complies with the trust's equality information and objectives and equal opportunities policy.

This policy operates in conjunction with the following school policies and documents:

- Lockdown and Evacuation Policy
- Child Protection and Safeguarding Policy
- Prevent Risk Assessment
- Data Protection Policy (Trust)
- Online Safety Policy (Trust)

Definitions

For the purpose of this policy:

Discrimination – The Equality and Human Rights Commission (EHRC) and the Department for Education (DfE) define discrimination as treating someone unfairly or less favourably because of certain protected characteristics, which are outlined in the Equality Act 2010. The main protected characteristics include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The DfE distinguishes between different types of discrimination:

Direct discrimination: Treating someone less favourably explicitly because of a protected characteristic.

Indirect discrimination: When a policy or practice appears neutral but disproportionately disadvantages a group with a particular characteristic.

Harassment: Unwanted behaviour linked to a protected characteristic that creates an intimidating or hostile environment.

Victimisation: Treating someone badly because they have complained about discrimination or supported someone else's complaint.

Objectives and Responsibilities

- To promote cultural development and understanding through a rich range of experience, both in and beyond our schools.
- To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities.
- To ensure our school environment are accessible as possible to all pupils, staff and visitors.
- To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010.
- Actively close gaps in attainment and achievement between pupils and all groups of pupils; especially students eligible for free-school meals, students with special educational needs and disabilities and looked after children.

The Head of School will:

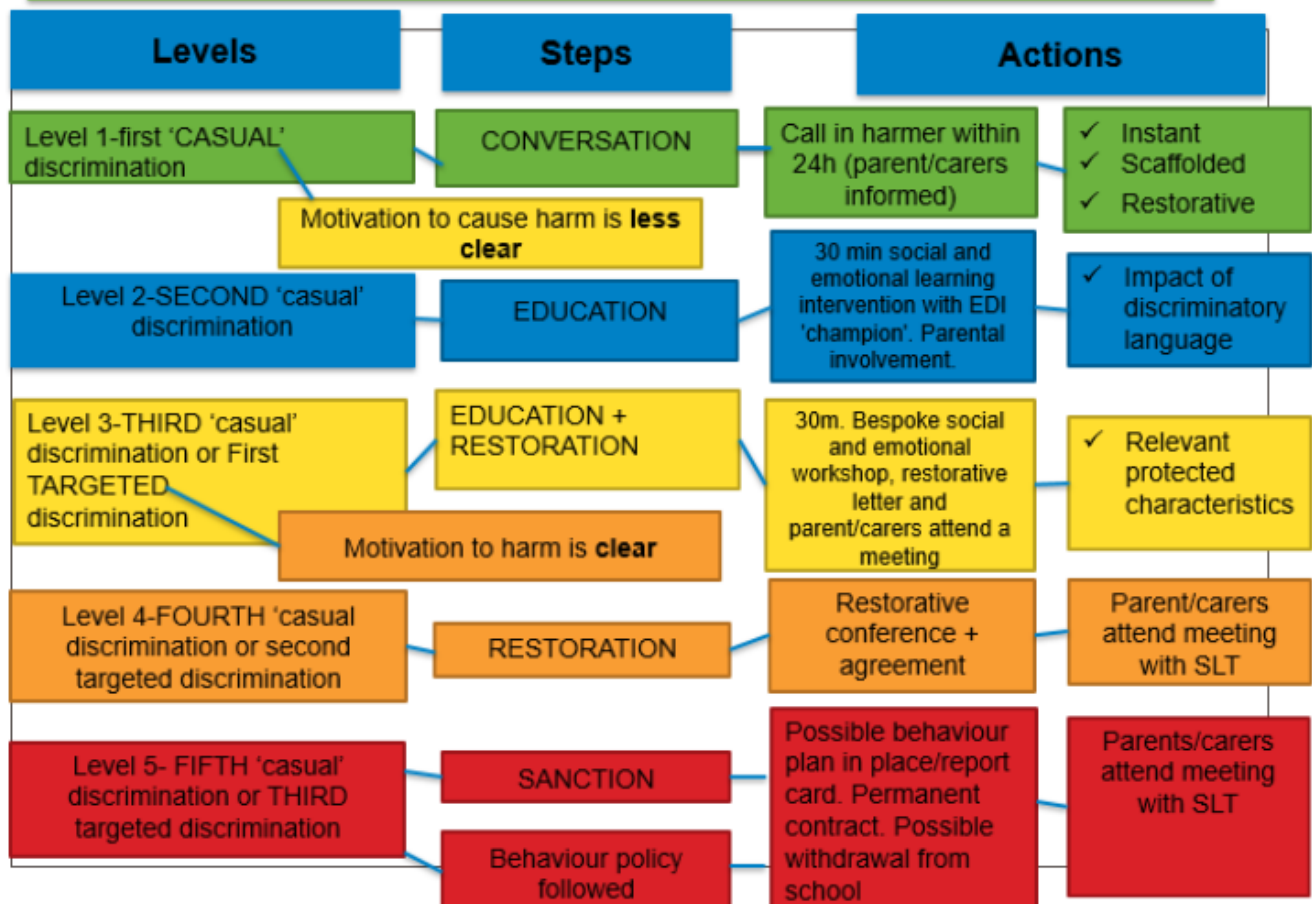
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors.

All school staff are expected to have regard to this document and to work to achieve the objectives as set out above.

Eliminating Discrimination

Staff aware of their obligations under the Equality Act 2010 and comply with nondiscrimination provisions. Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes. As role models, we model anti-discriminatory behaviours to all at our school to ensure acceptance and togetherness are at the forefront of all we do. Where there has been an investigated incident of direct discrimination, harassment and or victimisation that has occurred then SLT will adhere to the Rivermead Inclusive Trust Anti-Discrimination Response Levels.

ANTI-DISCRIMINATION RESPONSE LEVELS



Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, at The Academy of Woodlands we advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, our school will:

- Analyse the attainment data of people with different characteristics to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

Fostering Good Relations

All staff aim to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, our school values and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
 - Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach 7.

Equality Considerations in Decision-making

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The Academy of Woodlands keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.