



Equality Guidance

The Samuel Whitbread Academy Equality guidance has been written in line with the Bedfordshire Schools Trust (BEST) Equality policy.

1. Guidance relating to school policies

Admissions and Exclusions

Bedfordshire Schools Trust (BEST) admissions arrangements are fair and transparent, and do not discriminate on protected characteristics¹.

Exclusions always follow SWA's Behaviour Policy. SWA closely monitors exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

Teaching and Learning

SWA aims to provide all students with the opportunity to achieve and excel, and reach their potential. To do this, the academy will:

- Aspire to remove all discrimination and intolerance from the Academy.
- Ensure that all staff and students can carry out their respective roles without bullying or intimidation
- Ensure equality of access for all students and prepare them for life in a diverse society.
- Have high expectations and aspirations for all students.
- Monitor achievement data by ethnicity, gender and disability and address any gaps in achievement and progress.
- Take account of the achievement of all students when planning for future learning and setting challenging targets.
- Use materials that reflect the diversity of the academy, population and local community in terms of race, gender, sexuality and disability, without stereotyping in our teaching resources, promotional materials, including the website and prospectus.
- Taking positive steps to decolonise the curriculum (so ALL of our students see themselves represented in the curriculum via deliberate representation).
- Promote attitudes and values that will challenge discriminatory behaviour or prejudice in assemblies and tutor time activities, as well as our notice board, displays and social media.
- Provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- Seek to involve all parents in supporting their child's education.
- Encourage discussion of equality, diversity and inclusion issues which reflect on social stereotypes through our curriculum delivery.
- Include teaching and classroom-based approaches appropriate for the whole academy population, which are inclusive and reflective of all our students.
- Use contextual data to improve the ways in which support is provided to individuals and groups of students.

¹ As defined by s149 of the Equality Act, 2010

Race Equality

The definition of race includes colour, nationality and ethnic or national origins². It is illegal to treat someone differently or unfairly because of their race.

Samuel Whitbread Academy will not tolerate any form of racism or racist behaviour. The purpose of this guidance is to help create a learning community characterised by empathy, understanding and harmony across ethnic, national and faith traditions. Samuel Whitbread Academy will not tolerate any microaggression, covert racism or everyday discrimination, intentionally hostile or offensive act by a person of one racial and ethnic origin against a person of another origin, or any incitement to commit such an act in such a manner:

- That it interferes with the peace and comfort of the person
- That the quality of life of the person is reduced

The Academy is very clear that some language and phrases can cause offence, even if they have been made unintentionally or as a joke. Derogatory terms that refer to race are clearly unacceptable and discriminatory. It is important to keep in mind that the law considers how such words are perceived by those who receive them, and it is usually irrelevant how or why someone made them in the first place.

Disability

This section should be read in conjunction with SWA's Special Educational Needs Policy and Accessibility Plan.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

All forms of discrimination related to disability, often called ableism, are unacceptable, whether it be in relation to physical or mental disability and neurodiversity. SWA will continue to promote equality through education and celebration of difference.

Gender Identity

Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men, including transgender people. A transgender person has a gender identity or gender expression that differs from their assigned or biological sex.

SWA will actively seek to:

- Promote equality between genders.
- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.

² As defined by part 2, ch1, s9, Equality Act, 2010

Sex Discrimination (Gender Reassignment) Regulations 1999

Individuals who intend to undergo, are undergoing or have undergone gender reassignment are protected from discrimination in work, school and vocational training.

Less favourable treatment relating to absences arising from gender reassignment is unlawful if:

- the treatment is less favourable than if it had been due to sickness or injury
- the treatment is less favourable than if it had been due to some other cause and, having regard to the circumstances of the case, it is reasonable not to be treated less favourably.

Less favourable treatment includes the arrangements relating to terms and conditions or arrangements under which employment, education or vocational training is offered.

The Equality Act 2010 states that a school must not discriminate against a student because of their Transgender status. Discrimination can be direct or indirect. Indirect discrimination occurs when a provision, criterion or practice applies to everyone but puts a person with a particular protected characteristic at a particular disadvantage, and it cannot be justified as a proportionate means of meeting a legitimate aim. An example might be an inflexible school uniform rule which offers no “unisex” options such as trousers for girls, and which would therefore create a particular difficulty for a female to male student.

Sexual Orientation

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

Religion or belief

Individuals, in relation to religious belief, or lack thereof, will not be discriminated against.

SWA will actively seek to:

- Promote understanding of religions and belief
- Recognise the positive contribution that religion / belief can make to our school community

Fostering and Adoption

Students who are undertaking the Foster to Adopt and/or adoption process within school will be made to feel safe and secure in their own identity and the identity of their family. Staff will acknowledge that family is created via different means and will not exclude or make a student

feel uncomfortable/ insecure through the implication of 'real' family deriving from 'birth'. Staff will be sensitive when dealing with change of status of carer to parent and with change in name upon completion of adoption. Absence due to contact will be dealt with sensitively.

Tackling discrimination

Harassment or victimisation because of any of the protected characteristics is unacceptable and is not tolerated within the academy environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a student's individual circumstances.

Staff and Governors should be aware of both direct and indirect discrimination and understand the differences:

- Direct discrimination occurs when one person treats another less favourably because of a protected characteristic.
- Indirect discrimination occurs when a 'provision, criterion or practice' is applied generally but has the effect of putting people with a particular characteristic at a disadvantage.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a senior member of staff where necessary. All incidents are reported to the Principal and racist incidents are reported to the Governing Body and Local Authority on a termly basis.

What is a discriminatory incident?

Harassment is defined in the Equality Act 2010 as "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or an intimidating, hostile, degrading, humiliating or offensive environment for that person".

Victimisation occurs when a person is treated less favourably, than they otherwise would have been because of something they have done ("a prohibited act") in connection with the Act e.g. making an allegation of discrimination.

Types of discriminatory incident

Types of discriminatory incidents that can occur, but not limited to, are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender identity;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic, transphobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic, transphobic or discriminatory badges or insignia;
- Posting any discriminatory material and comments online, sending insulting messages, threats or pictures;
- Bringing discriminatory material into school;
- Verbal and non-verbal abuse and threats, comments or gestures, body language, verbal or non-verbal in the course of discussions in lessons or out of lessons;

- Incitement of others to discriminate or bully due to victim’s race, disability, gender identity or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender identity, disability or sexual orientation;
- Assumptions being made because of difference;
- Having belongings damaged or disappear;
- Being purposefully left out, treated differently or excluded;
- Being made to feel like they have to change how they look;
- Intimidating behaviour;

2. Guidance relating to procedure

Changing/Toilet Facilities

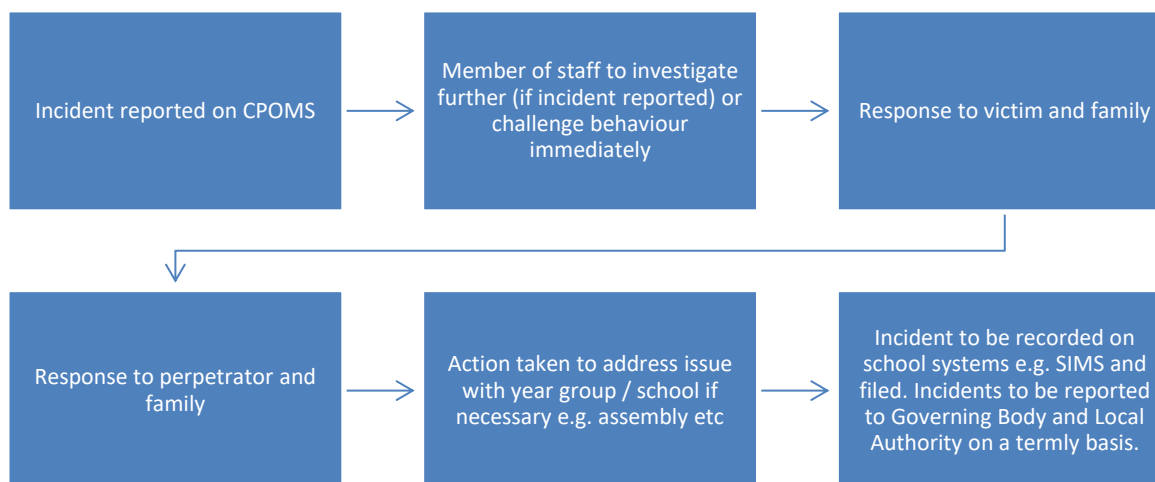
There is provision at the academy for gender neutral toilets. Students will be able to use these facilities, which have been labelled sensitively and appropriately. The academy has conducted an audit of the appropriateness of the facilities.

Academy Uniform

All students will be expected to follow the Academy Uniform Policy, which covers uniform, make-up and jewellery. There is a generally broad range of uniform available and it is non-gender specific.

Responding to and reporting incidents

It should be clear to students and staff how they report incidents. Any incident can be reported to any member of staff, and staff are expected to follow the steps outlined in the behaviour and/or safeguarding policy with regards to passing the information on to relevant senior leadership. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole academy.



Monitoring of incidents

All logged incidents will be monitored and reviewed via SWA school systems and the data will be used to inform how to improve practices and or policy.

Publishing of Objectives

SWA will monitor objectives and share all progress made annually. The LGB will review the objectives and progress made annually, and the progress will be published in the form of update on the SWA school website.

3. Author and Date

Vishalie Yadav (Equality and Diversity Lead) July 2021

Reviewed Thomas Rowell May 2022

Reviewed TAR – May 2023

Reviewed TAR – April 2024

Date ratified by Principal – May 2024

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