

# EQUALITY INFORMATION AND OBJECTIVES STATEMENT

## Document Control

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## Longley Park Sixth Form

### Equality Information and Objectives Statement

#### Opening statement

We welcome our duties under the Equality Act 2010. The Sixth Form's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We do not tolerate discrimination against, harass or victimisation against any staff member, student, prospective students, parents/careers, or other member of the wider community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote students' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for students and staff. Our Sixth Form is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

#### Aims to eradicate discrimination

We believe that a greater level of success from students and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the Sixth Form. This environment will be achieved by:

- Being respectful.
- Always treating all members of the Sixth Form community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole Sixth Form community understands what inclusive behaviour looks like in the sixth form and how this aligns with our values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our students should be exposed to ideas and concepts that may challenge their understanding, to help ensure that they learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

## Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our Sixth Form with the utmost severity. When an incident is reported, our Sixth Form is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our students are taught to:

- Understanding of others.
- Celebrate diversity.
- Become eager to reach their full potential.
- Be inclusive in their behaviours and interactions, both on site and in their lives.
- Be aware of what constitutes discriminatory behaviour.

The Sixth Form's employees will not:

- Discriminate against any member of the Sixth Form community.
- Treat other members of the Sixth Form community unfairly.

The Sixth Form's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

Throughout the year, the Sixth Form provides a variety of opportunities to celebrate diversity, including:

- Planning activities for key diversity awareness days.
- Inviting guest speakers to talk to students about diversity.
- Incorporating lessons about diversity into the curriculum.

The Sixth Form aims 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 curriculum areas, academic tutorials and across the academy as a whole
- Enrichment activities dealing with relevant issues. Students will be encouraged to take a lead in such enrichment activities, 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 events and organising academy trips and activities based around the local community
- Encouraging and implementing initiatives to increase inclusion and cohesion amongst the student body across the academy. For example, our student ambassadors to be more representative of the student body as a whole.
- We will have developed links with people and groups who have specialist knowledge about specific protected characteristic, which helps inform and develop our approach.

## **Equality and dignity in the workplace**

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the Sixth Form community. All staff members are obliged to act in accordance with the Sixth Form's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

## **Diversity and representation**

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or LGBT)
- Taking steps to meet the particular needs of people who have a protected characteristic (e.g. enabling Muslim students to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. ensuring any trip or event is planned to enable all students to participate)

Longley Park Sixth Form aims to meet its obligations for public sector equality duty by having due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it

The academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other published prohibited conduct.

Staff and trustees are regularly reminded of their responsibilities under the Equality Act.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The academy has a designated member of staff for monitoring equality issues, and a Trust equality link. They regularly liaise regarding any issues and make senior leaders and trustees aware of these as appropriate.

## **Inclusion**

The academy ensures it has due regard to equality considerations whenever significant decisions are made.

The academy always considers the impact of significant decisions on specific groups. For example, where an academy trip is being planned, the academy considers whether the trip:

- Cuts across any religious holidays
- Is accessible to students with disabilities
- Has equivalent facilities for male and female students
- The academy has a written record 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 academy trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## **Closing statement**

Prejudice is not tolerated, and we are continuously working towards a more accepting and respectful environment for our Sixth Form community.

## Equality Objectives

### Objective 1

**Academy managers and leaders will regularly monitor and analyse provision and support services to ensure they are designed to identify and address the specific needs of all equality groups.**

**How:** The academy will ensure teachers are able to plan, implement and evaluate practice which enables all students, regardless of protected characteristics, are able to engage in learning tasks, activities and assignments.

The academy will provide students opportunities to develop their knowledge and skills to support further progression

The academy will provide opportunities for students to engage in a range of experiences from as broad a perspective as possible

### Objective 2

**Academy managers and leaders will work with staff to ensure equality and diversity is embedded into all aspects of provision and support services**

**How:** The academy will consider the diversity of backgrounds and experience of our student population in ensuring support provision meets the needs of all students.

The academy will ensure teachers are able to plan, implement and evaluate practice which enables all students, regardless of protected characteristics, are able to engage in learning tasks, activities and assignments.

The academy actively supports and promotes Fundamental British Values through the embedding of the rule of law, democracy, individual liberty and mutual respect and tolerance across the organisation. Teachers are expected to ensure students studying their course or subject have been given the opportunity to explore, experience and discuss FBV in helping them to develop the qualities to be a global citizen.

The academy will put in place opportunities for staff and students to have the opportunity to explore and discuss sensitive and potentially contentious issues such as race, religion or belief and sexual orientation

The academy will enable teachers and support staff to manage difficult conversations on sensitive and potentially contentious issues such as race, religion or belief and sexual orientation.