



Jewell Academy
Bournemouth
an Aspirations Academy

Policy for

Public Sector Equality Duty

Date of last review:	September 2018	Review Period:	2 years
Date of next review:	September 2020	Owner:	Lorna Head
Type of policy:	School	LAB or Trust Approved:	

Tackling inequalities is an important role in the education sector. We want to ensure that children and young people stay healthy and safe; secure an excellent education and reach the highest possible standards of achievement; enjoy their childhood; make a positive contribution to society and the economy; and have lives full of opportunity free from the effects of poverty.

We are committed to promoting an understanding of the principles and practices of equality and justice. We aim to equip pupils with an awareness of our diverse society and to appreciate and celebrate the value of difference.

Every member of the Jewell Academy community is regarded of equal worth and importance, irrespective of creed, culture, class, gender, sexuality and/or disability and other protected characteristic.

Every aspect of academy work has an equalities dimension. This may be expressed explicitly in teaching materials and displays, implicitly in classroom practice or as part of the hidden curriculum of social interaction between and among, staff, pupils, parents, governors and visitors.

The Environment influences the developing attitudes of its pupils and can be a powerful vehicle for promoting understanding of equal opportunities issues and practice.

COMPLIANCE

Admissions:

The admissions policy clearly states that gender, race or disability will not be used as criteria for admission.

Registration:

Pupil and staff names will be recorded accurately and pronounced correctly. Pupils will be encouraged to accept names from all cultures and respect them.

Discrimination:

All forms of discrimination by any person in Jewell Academy Bournemouth will be treated seriously and dealt with according to existing procedures (Aspirations HR policies). A record of incidents is kept and reported routinely to the governors' Local Advisory Bodies (LABs).

Racist symbols, badges and insignia on clothing and equipment are forbidden.

Staff should be aware of possible cultural assumptions and bias within their own attitudes.

In all staff appointments, the best candidate will be appointed, based on strict professional criteria.

Language:

At Jewell Academy, we will view linguistic diversity positively. We will actively engage with all parents/carers, even the hard to reach. Where the difficulty is due to a language barrier, the academy will try to provide translators for meetings, such as parent consultation evenings. Relevant documentation will be made available in community languages on

request. Staff are aware of and celebrate the fact that some children and adults may speak more than one language and that the home language spoken may not be English.

Culture, Class and Race:

Jewell Academy staff acknowledge that members of the wider school community come from diverse cultural, racial and socio-economic backgrounds and we endeavour to foster an atmosphere of mutual respect in order to help to promote academies and a society in which there is social, religious and racial harmony.

We recognise that there are inequalities of opportunity existing in society for individuals and groups. We are determined to take positive action to enable every individual to raise self-esteem, expectations and performance so as to have wider choices in life.

We understand the right to be different without being excluded.

The academy uniform policy allows for diversity where it is an important part of religious and cultural background.

We value the history, experience and contribution of our multi-cultural community and seek to express this in the curriculum and life of the academy.

We challenge negative, patronising and stereotyped views; a prime cause of prejudice is ignorance and misunderstanding. We challenge this and educate.

EQUALITY OBJECTIVES FOR 2018/19

1. To strive for all pupils, regardless of ethnicity, age, gender to achieve the highest possible standards in their learning.
2. To strive to educate all pupils about discrimination and prejudice and promote an harmonious community.
3. Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
4. Narrow the gap in performance of pupils eligible for support by the Pupil Premium and all children nationally. (Through focussed intervention, curriculum development and an aspirational culture)