



## - The School at Hackney City Farm –

### Equality Policy

At the School at Hackney City Farm we have a commitment to ensure diversity and equality and opportunity for every member of the school community regardless of age, gender, race, disability, sexual orientation, religion, social class, ethnic origin, language, marital status or employment status.

The School at Hackney City Farm is made up a variety of individuals and groups with many lifestyles, languages and cultures. We believe that this diversity enriches our lives and broadens our vision. We are, therefore, committed to sharing and learning from one another and building an environment that values difference.

Our student's differences and needs will be respected and considered in our planning of lessons, in the enrichment classes on offer and in their individualised student plans. We are committed to this irrespective of gender, racial and cultural backgrounds so that they can all maximise their ability to achieve.

At the School at Hackney City Farm we intend to encourage opportunities for all individuals, both adults and students, to explore differences and to work at an acceptance of them be it through training, discussion, PSHE lessons or the use of specialist outside agencies.

We are committed to challenging prejudice and discrimination on the grounds of; ability, age, class, disability, gender, HIV positive and AIDS status, language, physical appearance, racial, ethnic or national origin, religion, sexual orientation, pregnancy or status. We foster a sense of belonging within the school and for all students to feel respected and to participate fully in school life.

#### **Race Diversity and Equality/Inclusion**

We aim to tackle racial/inclusion discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this through:

#### **Encouraging respect for the individual**

- Encouraging collective action to challenge prejudice
- Creating an ethos in which students and staff feel valued and secure
- Promoting positive images rather than stereotypes
- Challenging any language, action or belief that is prejudiced or encourages prejudice in others
- Challenging institutional and organizational structures which have prejudicial or discriminatory effects
- Ensuring that our teaching takes into account the learning needs of all students through our schemes of work and lesson planning

- Using disciplinary procedures when there is behaviour that contravenes this policy

### **Anti-Racist Statement**

The Race Relations Amendment Act (2000) places a duty on every local authority to stop racial discrimination and to promote good race relations. Racism takes several forms that most people would recognise as:

- Open hostility to ethnic groups on grounds of race, nationality, culture or belief
- Not recognising the differences between groups in society, thus ignoring racial identity
- Failing to recognise and tackle deep-seated racism within institutions
- Not recognising and reflecting the multi-ethnic and multi-cultural nature of present society when making decisions
- Stereotyping and negative images of people from ethnic groups

Our school attempts to:

- Stop the Racist incident and comfort the student who is the victim.
- Reprimand the aggressor and inform the victim what action has been taken.
- If the incident is witnessed by other students, tell them why it is wrong.
- The incident should be investigated to ascertain if it is racist or not.
- Inform both sets of parents, if appropriate.
- All racist incidents will be recorded and reported
- Restorative Approaches will be used

### **Disability**

The Disability Discrimination Act 2005 defines a disability as: 'A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities.'

- Long term in this definition is taken to mean more than 12 months. Under the Act, schools are required to promote disability equality by:
- Promoting equality of opportunity between disabled and other people;
- Eliminating discrimination on the grounds of disability;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes to disabled people;
- Encouraging participation by disabled people in public life; and
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

This duty applies across the whole area of school activity for students, parents and staff.

Employers and service providers are expected to make reasonable adjustments to any procedure, practice or physical feature that may place a person with a disability at a disadvantage either in employment or in access to services.

## **Gender**

In the School at Hackney City Farm our population is often made up of fewer female students than males and it is our duty as a staff team, therefore, to challenge sexist language and attitudes aimed at the girls. It is a student's right not to be a victim of gender discrimination and any sexist behaviour towards any member of the college community will be dealt with appropriately.

We believe we can challenge sexist views by:

- Raising awareness of gender issues with all members of the college community
- Breaking down and challenging stereotypes and promoting positive gender images in lessons and around the school
- Celebrating achievements of women, men, boys and girls
- Provide positive role models as is reflected by the staff working in the college and those who will be appointed
- Encourage vocational or enrichment choices that are not based on gender stereotypes
- We will use a variety of strategies that will consolidate our anti-sexist views:
- High expectations of all students despite gender
- Examine and adjust areas of learning where males or females need particular assistance
- Adopt a range of teaching styles, which include challenges, risk taking, talking and listening skills
- Involve students in discussion about gender in tutorials, PSHE and reflect gender issues in assemblies
- Encourage participation of both boys and girls in all activities, which challenge gender stereotypes

## **LGBT Staff and Students**

The Equality Act 2010 states it is unlawful for a school to discriminate. Our school has a duty to effectively tackle homophobic, biphobic and transphobic (HBT) bullying and ensure that LGBT staff and students are protected from discrimination. HBT bullying is treated as seriously as any other type of discrimination. We promote a positive ethos around the school and in the curriculum. We promote a whole school ethos and values that challenge prejudice based on discriminatory language, attitudes and behaviour.

We have a whole school approach to tackling HBT bullying; we ensure that learners are aware HBT language is not tolerated. If a learner uses HBT language, we will ensure that they are aware of the effect language has on people. The parents/carers of the student will be contacted if the HBT language persists.

### **Progress, Attainment and Assessment**

The School at Hackney City Farm values the achievements and progress of students from all age, gender, race, disability, sexual orientation, religion, social class, ethnic or national origin and language involved in the college community.

All students have equal access to extra-curricular activities.

Assessment outcomes are used to identify the specific needs of all students, inform policies, planning and the allocation of resources.

Data from monitoring of diversity and equalities is used in our college targets and to deploy resources.

The language and learning needs of all students are clearly identified and appropriate support identified and used.

We expect that all students can make good progress and achieve to their highest potential

### **Behaviour, Discipline and Exclusion**

We have high expectations of behaviour of all students irrespective of cultural and economic background.

Behaviour is observed as part of lesson observations

Our Behaviour Policy includes rewards as well as sanctions which are monitored by all diversity and equalities.

Our procedures for managing behaviour and disciplining students are fair and applied equally to all students.

We identify and adopt good practice strategies in order to reduce any differences in rates of exclusion between ethnic groups.

The process of excluding a student is fair and equitable to all students.

### **Teaching and Learning**

Teachers need to engage and motivate students and challenge stereotypes.

All students have an equal right to high quality learning

Lessons should take into consideration different learning styles.

Assemblies should celebrate religious festivals from all faiths represented in our College.

The school supports the diversity of the community.

### **Curriculum**

We promote an inclusive curriculum which reflects to the multi-diversity and equalities of students.

Equality and diversity are promoted in all areas of the curriculum

Curriculum planning takes account of all students needs

The allocation of students to teaching groups and optional subjects is fair and equitable to all students.

NRC takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and equality

There is an acknowledgement of the importance of challenging discrimination in all areas of the curriculum

### **Admissions and Attendance**

Hackney Attendance monitor students' attendance by ethnic group and uses the data to develop strategies to address poor attendance.

Provision is made for students to take time off for religious observance, leave of absence and authorised absence.

### **Partnership with Parents/Carers and Communities**

Parents are welcome and respected by The School at Hackney City Farm.

All parents/carers are regularly informed of their child's progress and have access to an interpreter if necessary

Proactive steps are taken to involve parents from minority ethnic groups in our College.

We encourage links with minority ethnic groups.

### **Leadership and Management**

The School Manager will demonstrate through their personal leadership the importance of this policy. He will ensure that all staff are aware of the policy and understand their role and responsibility in relation to this policy.

Teachers will familiarise themselves with this policy and know what their responsibilities are to ensure that it is implemented consistently. They will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues.

All administrative, ancillary, supervisory and support staff will familiarise themselves with his policy and know what their responsibilities are in ensuring that it is implemented consistently.

### **Staff Recruitment and Professional Development**

Recruitment and selection procedures are consistent with the statutory Race Relations Code of Practice in Employment and other Diversity and Equality legislation.

Everyone involved in recruitment and selection adheres to this Code.

Steps are taken to encourage people from under-represented minority ethnic groups to apply for positions at all levels in our College.

The recruitment and selection process is monitored and reviewed to ensure that discrimination is not taking place and to identify examples of good practice.

Proactive steps are taken to identify, support and provide opportunities for the professional development of staff from all diversity and equalities groups.