



South Lakes Academy Equality Policy

Approved by	
Name:	Tunde Christie
Position:	Head of Centre
Signed:	<i>Tunde Christie</i>
Date:	Sept 2021
Review date:	Sept 2022

At South Lakes Academy we will provide a safe, supportive learning environment with opportunities for each student to develop the skills and knowledge to become a responsible, successful citizen.

We believe that:

- Students are unique in their needs, though processes, learning styles and will be motivated in different ways.
- Parental support and involvement is necessary to motivate students for optimum success in education.
- It is essential for each educator to demonstrate genuine concern and care for each student to learn.
- Self-esteem and self-respect are critical for fulfilling life.
- Students are entitled to a socially, emotionally, physically safe learning environment.
- After given opportunities, everyone is accountable for their own success.

In addition to this we, at South Lakes Academy, are firmly committed to promoting Equality and diversity for all current and prospective staff and students alike. South Lakes Academy are committed to providing an environment that is free from unlawful or unfair direct or indirect discrimination on the grounds of age, race, ethnicity, gender, sexual orientation, disability, religious beliefs or any other personal characteristics, and aims to create the conditions whereby all pupils and staff are treated solely on the basis of their merits and potential.

This policy should be read in conjunction with the following documentation:

- Education and Inspections Act 2006
- The Education (independent School Standards) (England) Regulations 2003
- Reference Guide to the Key Standards in each type of Social Care Service Inspected by Ofsted (available at www.ofsted.gov.uk)
- Equality Act 2010
- South Lakes Academy Accessibility Policy

Aims and Objectives

1. To understand and promote equality and diversity throughout the whole of South Lakes Academy;
2. To promote good relations and celebrate diversity between the members of different racial, cultural and religious beliefs, or linguistic backgrounds;
3. To provide for and monitor the particular needs of people in terms of gender, sexual orientation, race, age, special educational needs (SEN) and disability;
4. To enable students to take responsibility for their own behaviour and relationships and to challenge stereotyping and prejudice, if and when it occurs;
5. To create an environment that is free from harassment or intimidation;
6. To ensure that all recruitment, employment, promotion and training procedures are fair to all and provide opportunities for everyone to achieve;
7. To ensure that any incidents of discrimination of students by other students are dealt with in a prompt and serious manner.

Responsibilities

The South Lakes Academy management play an active role in monitoring the implementation of the Equality Policy, for delegating responsibilities and tasks to other staff, and for ensuring that the policy is known and understood by all staff, students and parents.

All staff are responsible for following the policy and reporting incidents of unequal treatment to the Head of Centre – Tunde Christie. An example of how equality and diversity is taught here at South Lakes Academy can be found at

Appendix A: How do we teach equality?

Admission of Pupils

South Lakes Academy admits students usually following a referral from child services or other external agency and are admitted on the grounds of how South Lakes Academy can cater for their needs, regardless of gender, race, ethnicity, sexual orientation, religious beliefs, and/or most cases of disability. However, in some instances (as outlined in South Lakes Academy Accessibility Policy), owing to the nature of the building it is not possible to admit a person with severe mobility issues at the moment. Our main criteria for selection is that a young person should be able to flourish here, at South Lakes Academy and that we, as far as reasonably possible, can alter and adapt our facilities to cater for each young person and their unique needs.

With the exception of mobility issues as previously mentioned and full details can be found in our accessibility policy, South Lakes Academy is committed to full educational inclusion and curriculum and lessons are adapted so that each young person can have full access to a curriculum that is tailor made for them.

Codes of conduct for all staff, students and visitors clearly forbid the verbalisation or vocalisation of any type of discrimination on the grounds of race, culture, religion, gender, sexuality, disability or ability. Furthermore, positive attitudes and awareness of equality of opportunity is specifically taught and explained to all students.

Access

South Lakes Academy occupies large offices on the ground and first floors of a shared office building in the centre of Kendal. Access to the building is via a stone cobbled alley way adjacent to a large car park, once in the building, access to South Lakes Academy is up one flight of stairs equipped with hand rails for support. The classroom itself, is large and spacious, however, has a step running across the middle of the room. Recently we have taken over the office downstairs too, whilst this is not as spacious as the main teaching area, it means that we can use the downstairs area as and when a student with mobility issues requires it. However, the downstairs classroom is not currently wheelchair accessible. The downstairs classroom has access to a disabled toilet, suitable for all students to use, medical area, washing facilities and general social area for students.

(please see Accessibility Policy for full details).

Appointment of Staff

Job specifications and advertisements will all carry a statement stating that South Lakes Academy is an Equal Opportunities employer and welcomes applications for all posts from appropriately qualified persons regardless of sex, race, religion, disability or age. All applicants will be assessed against relevant criteria only, for example, skills, qualifications, abilities and/or experience during selection for recruitment. Any person with a disability will be offered any adapted facilities, as far as reasonably possible (in line with the Accessibility Policy) to enable them to demonstrate their suitability for employment at South Lakes Academy.

Staff Development

All employees of South Lakes Academy will have equal opportunities for training, career development and promotion.

Any person becoming disabled while in employment will be given active help and support to retain their jobs as far as reasonably possible.

English as a Second Language

English as an additional language can be taught as part of South Lakes Academy private tutoring service if required. This is available to students of all ages including adult learners.

Procedures for Dealing with an Allegation of a Breach of the Equality Policy

1. These procedures should be read in line with the Anti-Bullying Policy, Disciplinary and Grievance Procedure and Complaints Procedure.
2. Examples of unacceptable behaviour which would be considered a breach of policy include:
 - a. Physical assault against a person or group
 - b. Verbal abuse, insults threats or intimidation
 - c. Graffiti
 - d. Distribution of leaflets, magazines or insignia which incite hatred or encourage discrimination or harassment
 - e. Excluding or inciting others to exclude a person or a group
 - f. A refusal to co-operate with pupils or staff
 - g. Making discriminatory comments in the course of discussion or lessons
 - h. Repeatedly making comments of a sexual or sexist nature

Unless stated otherwise, each statement considers acts of discrimination or harassment on the grounds of either age, race, gender, sexual orientation, religion or disability

3. In addition, students and staff should be made aware, and be vigilant, to the fact that the content of some posters displayed on walls could be offensive to others within the South Lakes Academy community
4. Staff have a duty to report any incidents involving any breach of the policy. Any incidents of racist, homophobic bullying or sexual harassment amongst pupils will be taken seriously, must be dealt with appropriately and reported to the Head of Centre. Procedures outlined in the Anti-Bullying Policy will then follow
5. All staff have a legal duty not to exclude, bully or otherwise harass other staff members. For allegations of bullying and harassment, staff should refer to the Disciplinary and Grievance Procedures.
6. For other breaches of the policy, allegations should be made in writing using the South Lakes Academy's Complaints Procedure.

Policy Review

This policy, along with most of South Lakes Academy policies will be reviewed annually as part of our annual review plan. It will be subject to earlier review should there be any statutory changes or following an incident which necessitates a change to policy and procedures.

This policy has particular links to the following policies:

- Behaviour Policy
- Anti-bullying Policy
- Admissions procedure
- Staff Recruitment and Selection Policy
- Child Protection Policy
- Whistle Blowing Policy

Appendix 1: How do we teach Equality?

Promoting Equality and Diversity in the Classroom

Key Principles:

- Promoting and accepting the differences between people
- Fair treatment of individuals regardless of their **race, gender, age disability, religion or sexual orientation.**
- Diversity is about recognising and respecting these differences to create an all-inclusive atmosphere

Activities:

Themed Weeks:

Host events such as African week, Islam week, Disability week, Buddhism week

- Explore foods, music, games,
- Watch videos
- Incorporate into standard curriculum i.e. stories from different culture in literacy, jig saw puzzles of countries in Geography, etc.

Using diverse images and resources

- Use books and posters that include people from different background or with disabilities
- Avoid resources with stereo types

Highlight current events in discussions

- Identify relevant news, ask pupils' opinion, ask them how they would challenge issue
- Encourage them to bring in any related articles or mention documentaries they may have found outside of school hours

Fun Quizzes

- Make weekly quizzes available about cultures, religions, disabilities, etc.
- Offer small prizes for best "quizzier" of the week.
- Publish correct answers

Sample foods from different countries

- Bring in or prepare meals (Link to food tech) for students to taste
- Discuss likes or dislikes
- Talk about why certain food items are or are not eaten in certain countries

Where does it come from?

- Brain storm what kind of goods used in everyday life come from outside of UK
- Create quiz first, take up answers, follow with discussion

Address stereotypes

- Men's jobs/Women's jobs discuss
- Explain why stereo types exist, are they fair?

Learn Languages

- Learn a few words of a different language
- Raise awareness of language barriers around the world
- Ask staff or students who speaks a different language to facilitate this exercise

Debates

- Hold debates using case studies
- This activity can be incorporated into Literacy (Speaking and Listening)
- Have a feedback session following debate

Hearing, sight, physical impairment game

- Play games to raise awareness of different physical disabilities
- Use blind folds, try lip reading, one legged/ armed races
- Techniques to overcome limitations

Additional resources

- www.barnardosrealloverocks.org.uk , Keeping safe of childhood “sexual exploitation”
- FIT –DVD (Stonewall fit)



- Attic Project at Brewery Art Centre
- Police Liaison (John Turner)