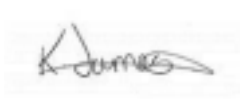




# Equalities & Diversity Policy

Ownership and consultation	Signature	Date
Kaz James		18.8.2024
Sarah Swords	<i>s swords</i>	18.8..2024

Revised by: Kaz James

Next review date: By 18.8..2025

## Availability

This policy is made available to parents, staff and pupils in the following ways: via the Camp website, within the Parent Policies Folder in the reception area, and on request a copy may be obtained from the Camp Office.

## Monitoring and evaluation

The implementation of this policy will be monitored and evaluated by the Childrens, Staff and the Governing Body. The policy will be reviewed every two years.

## What is “Equal Opportunity?”

Equal Opportunities at APF is about ensuring that all children and adults have equality of opportunity in terms of access and outcome throughout all aspects of camp like and that their life chances for the present and future are not impeded or distorted by anything that happens during their participation in the process of education or experience, but are in fact widened to allow them to achieve the whole scope of their potential. It is important to note that equal access does not necessarily lead to equality of outcome.

Equal opportunity recognises and celebrates our similarities and our diversity as individuals and groups. It recognises that all individuals have an intrinsic right to be nurtured in such a way as they are able to reach their full potential.

Equal opportunity accepts that while we all have something of value to contribute, we do not all start on a level playing field. Consequently some individuals will be disadvantaged in their attempts to reach their potential. We as an organisation will work hard to differentiate and maximise their personal achievement.

Issues of equality are applicable to us all, but there are a number of people about whom Equal Opportunity concerns are often more formally expressed. Such groups are often referred to in terms of race, gender, sex and disability or with reference to their age, class, religion or educational achievement. These terms in themselves may be problematic in that they are social constructs (“man-made”), but they may also have use as frames of reference.

Equal Opportunities particularly embraces issues of multiculturalism, anti-racism, disability, ethnicity, gender and trans-gender, sexuality, and socio economic disadvantage. Strategies to combat inequality include those dealing with issues of self-esteem and sense of self worth, APF organisation, curriculum content and delivery, discipline, provision for those considered to have special educational and or English as an additional language needs, underachievement, and building social relationships within apf community. Equal opportunity is about creating the structures and contexts for unlocking potential.

### The Equality Act 2010

On 1 October 2010 new equality legislation came into force. The Equality Act 2010 has replaced all existing equality legislation, including the Race Relations Act, Disability Discrimination Act, and Sex Discrimination Act. This means that three equality duties establishments are familiar with (Race Equality, Disability Equality and Gender Equality) have been replaced by a Public Sector Equality Duty (PSED) which came into force on 6 April 2011.

Under the PSED, we must show due regard to the general duty and its three “components” as well as complying with a set of specifications. The three components to the PSED are:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This means that we are still required to take proactive steps to tackle discrimination, promote equality of opportunity and foster good relations.

Explicit incidents which contribute to inequality include racism, sexism, classism or any kind of discrimination. Physical violence, verbal abuse, insults, name calling, jokes / ridicule, threats, bullying and graffiti are some of the manifestations of this. Any such undermining of a person's sense of worth or self esteem is unacceptable.

apf has a legal duty to implement and monitor an equal opportunities policy, and this is our latest update. Norton Road is proud of its excellent record of harmony, showcased by our zero permanent exclusion and very low general exclusion, bullying and racist incident record.

## Protected characteristics

The Equality Act defines nine **protected characteristics**, of which the following are potentially applicable to the camp community are:

- Age (as an employer but not applicable to pupils)
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation

## General principles

Staff will

- Actively promote equality of opportunity in all areas of academy life.
- Ensure that members of the camp community know their rights, and respect the

rights of others.

- Aim to ensure that prejudice or discrimination in all its forms is actively rejected.
  - Raise awareness of equality issues for all members of the camp community, and through our links with the local community.
  - Establish strategies to ensure equal access to the curriculum and enable each individual to fulfil his/her potential regardless of ability, gender, race, disability, religion or sexual orientation

## Practice and policy

Equality and diversity principles based on the above aims will be embedded in our daily practices, policies and the processes of decision-making, including:

- Admissions, induction and attendance.
- Childrens' progress and achievement.
- Childrens' personal development and wellbeing, particularly in relation to safeguarding.
- Parental involvement.
- Working with the wider community.
- Behaviour management.
- Staff recruitment and professional development.
- Curriculum access and participation.
- Coaching styles and strategies.

## Policy Commitments

### Curriculum

We aim to provide all our campers with the opportunity to succeed. To achieve this, we will ensure that Curriculum planning reflects a commitment to equality;

- The curriculum prepares campers for life in a diverse society and uses opportunities to reflect the background and experience of campers and their families in apf;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- Attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language are promoted wherever possible;
- Images and materials used in the delivery of the curriculum positively reflect a range of cultures, identities and lifestyles.

## Progress and Achievement

There are consistently high expectations of all campers regardless of age, gender, ethnicity, ability,

social background and sexual orientation. To secure the best possible outcomes:

- Staff will be expected to provide positive role models in their approach to all issues relating to equality of opportunity;
- The particular needs of individuals and groups within the camp will be identified, and targeted interventions used to narrow gaps in achievement;
- A range of coaching/instructing methods will be used throughout the camp to ensure that effective learning takes place at all stages for all pupils.
- All campers are actively encouraged to engage fully in their own learning.

## Camp ethos and culture

We aim to achieve an ethos of inclusion, openness and tolerance which welcomes everyone to the camp community and encourages mutual respect;

- Reasonable adjustments will be made to ensure access for childrens, staff and visitors (including parents) with disabilities (this not only includes physical access, but takes account wider access to camp information and activities);
- Childrens' views are actively encouraged and respected. Campers are given an effective voice through Sports Captains, House Captains and arrange of other leadership opportunities.
- Positive role models are used throughout the camp to ensure that different groups of pupils feel welcomed and included.

## Staff Recruitment and Professional Development

- All posts are advertised formally and open to the widest pool of applicants;
- Those involved in recruitment and selection are appropriately trained and aware of the need to avoid discrimination and ensure equality of opportunity.
- Equalities policy and practice is covered in all staff inductions and discussed during interview
- Recruitment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.

## Countering and challenging harassment and bullying

APF:

- counters and challenges all types of discriminatory behaviour and this stance is made clear to staff, children and parents;
- has a clear, agreed procedure for dealing with prejudice-related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents;

## Partnerships with parents and the wider community

The camp aims to work in partnership with parents. We will:

- Encourage all parents to participate in the life of the camp;
- Maintain good channels of communication, ensuring parents' views are captured to inform practice.

## Roles and responsibilities

The **director** will:

- oversee the effective implementation of the policy,
- ensure staff have access to training which helps to implement the policy, • keep up to date with any development affecting the policy or actions arising from it. **Campers** will be:

- involved in the further development of the policy and objectives,
- encouraged to actively support the policy and expected to act in accordance with it

**Parents** will be:

- encouraged to actively support the policy,
- informed of any incident related to this policy which could directly affect their child **Camp**

**staff** will be:

- made fully aware of the Equality Policy and how it relates to them,
- involved in the further development of the policy and objectives,
- encouraged to actively support the policy and expected to act in accordance with it, • encouraged to make known any queries or training requirements.

## Equality Objectives

Taking into account the views of children, parents, staff, **the local authority** and community together with analysis of available information, specific and measurable objectives will be set that will help the camp to achieve the aims of the general equality duty.