

# Equality and Diversity Statement



**Reviewed: March 2023**  
**Next review: March 2024**

## **The Christian Ethos of Immanuel College**

Immanuel means 'God with us'

We believe at Immanuel that we are 'All God's Students'. This belief is the basis of our desire to create and promote a community where all people can feel valued, safe and respected.

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### **Policy Statement**

The staff and Governors of Immanuel College believe that providing equality of opportunity and freedom from discrimination is fundamental human right and we exercise leadership and commitment in promoting these values for all.

Immanuel College believes that diversity embraces all the protected characteristics, experiences and cultural influences that makes us unique as individuals.

We also believe that inclusion is embodied in our motto 'All God's Children'; all are welcome at our school and are treated with dignity and respect, irrespective of their background.

We sustain this commitment through our actions as an employer, our schemes of learning and adult provision and through our built environment.

We are committed to ensuring that equality of opportunity is available to all members of the school community. This means that we do not simply treat everybody the same, we also seek to understand the diversity within our school community and tackle any identified barriers, which could lead to unequal outcomes for different groups within school, and we celebrate and value the achievements and strengths of all members of the school community.

As part of the BDAT Trust and family of schools the school believes in and adheres to the Trust's Equality and Diversity policy and Equal Opportunities policy (<https://www.bdat-academies.org/bdat-business/bdat-policies/>).

### **Our Objectives**

The school has set the same objectives as those in the Trust's equality statement. They are to:

- Continue to educate the workforce on issues of diversity, equality, equity and inclusion
- Promote a curriculum (including programmes of enrichment and extra-curricular) that is inclusive and calls upon a wide range of diverse role models and resources
- Ensure each student has equal access to the highest quality education and life chances
- Continue to take positive action towards becoming a school that represents our community
- Create an environment, within the school community, in which inequality and prejudicial (conscious or unconscious) practices are challenged without apprehension

## **Immanuel College is Subject to Equality Duties Under the Equality Act 2010 as Follows**

- Schools, colleges and local authorities are under a statutory duty to be proactive in the elimination of discrimination and the promotion of equal opportunities for both staff and students. This means they must assess the impact of their policies and practices on the people affected by them and take steps to remove any barriers that come to light where it is proportionate to do so.
- Schools, colleges and local authorities also have a statutory duty to foster good relations between people who share a particular protected characteristic and those who do not.
- Protected characteristics encompass age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Local authorities and the governing bodies of maintained schools, academies and colleges with 150 or more staff have a specific legal duty to annually publish information about the workforce which demonstrates compliance with the general equality duty.
- All schools and colleges in England, regardless of the size of their workforce, should publish equality information about their staff each year to demonstrate compliance with the general equality duty, even where there is no specific legal obligation for them to do so. Multi Academy Trusts are also required to publish this data for all their academies.

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades.

In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving.

### **Advancing Equality of Opportunity**

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

- Removing or minimising disadvantages suffered by people who are connected to a particular characteristic.
- Taking steps to meet the particular needs of people who have a protected characteristic.
- Encouraging people who have a particular characteristic to participate fully in any activities.

In fulfilling this aspect of the duty, the school will:

- Analyse student progress and attainment data in relation to groups with different characteristics to determine strengths and areas for improvement, implement actions in response and publish this information.
- Make evidence available identifying improvements for specific groups.
- Analyse further data about any issues associated with those eligible for Pupil Premium, those with SEND needs and Looked After Children, and identifying any issues which could affect our own pupils.

## **Fostering Good Relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- The academy is committed to creating a community that recognises and celebrates difference and diversity.
- The promotion of positive moral attributes of compassion, respect and responsibility and the competency of teamwork is facilitated through assemblies and the wider curriculum.
- The curriculum is diverse and enables students to experience a wide range of cultural activities. This is plotted via curriculum maps and SMSC/ Personal Development maps.
- Enrichment activities foster collaboration and friendship between students, for example through activities such as team-working days and involvement in the Duke of Edinburgh's Award.
- We foster good relations with the local community and our students make an impact on the local area through volunteering and fundraising.
- The academy encourages and implements initiatives to ensure the involvement of, and collaboration between, different groups of students within the school. For example, our Prefect team is formed from students from a range of backgrounds. All students are encouraged to participate in enrichment activities.
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.
- We work closely with students from a range of different backgrounds who attend other schools, for example through our links to BDAT and our contribution to student voice initiatives such as the Student Pandemic Recovery Summit.

## **Roles and Responsibilities**

All members of staff are expected to:

- Work to achieve the Equality Objectives outlined in this document.
- Be aware of relevant legislation and guidance such as the Equality Act and the Public Sector Equality Duty.
- Assist in planning and delivering a diverse and inclusive curriculum.
- Engage with such training as may be appropriate to realise the Equality Objectives.
- Promote an inclusive and collaborative ethos at all times when undertaking their work duties on the school premises and/or representing the academy in any other way.
- Deal appropriately (in accordance with the behaviour policy) with any prejudice-related incidents that may occur, including accurate reporting and recording of such incidents.

The headteacher is responsible for implementation of this statement and for ensuring that all staff are aware of their responsibilities and are provided with appropriate training and support.

The governing body is responsible for ensuring that the academy complies with equality legislation, and that this policy and its related procedures are implemented effectively.

## **Eliminating Discrimination and Harassment**

The school will:

- value 'All God's Children'
- develop and adapt its procedures on anti-bullying to include equality perspectives.
- incidents of bullying (i.e. Cyber, HBT, Physical, Verbal, Racist, Sexist, Social Exclusion) will be logged on CPOMS by the Pastoral Manager and bullying behaviour or threats of bullying are fully investigated.
- support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity
- Report all forms of bullying incidents to the governing body at regular intervals by the Deputy Headteacher
- keep a record and report how these incidents are dealt with to the governing body and Trust on a termly basis
- review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour
- ensure, where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Ensure our adverts and application monitoring ensures we eliminate unlawful discrimination of recruitment to ensure we employ staff from a wide background that reflects the school's community
- Adhere to the gender pay gap equality measure which shows the difference in average earnings between women and men. Gender pay gap legislation requires all employers of 250 or more employees to publish their data for workers as of 31 March 2021. Details regarding the gender pay gap can be found on the BDAT website.

## **Involvement of Decision Making**

- We have student Prefects who are consulted and play a key role in decisions regarding equality and discrimination. Students lead assemblies on topics such as Black History Month and International Women's Day.
- Student Voice is taken on a range of initiatives and is used to evaluate strategies.
- We have strong links with the local council, who have been involved in initiatives such as the Student Pandemic Recovery Summit.

Any queries regarding this statement should be directed to the Business Manager at the school.

In developing this policy, the school has considered its legal responsibility and the needs of all students, teachers and governors. Information is available to parents and the community on request.