



Directors Statement:

The Directors of The Adventure Service are committed to promoting equality of opportunity for all staff, clients and students. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The Adventure Service Directors have ultimate responsibility for the effective implementation of this policy and the Senior Manager with responsibility for equalities issues has overall responsibility for the effective operation of this policy and for ensuring compliance with discrimination law. The Adventure Service Directors are responsible for monitoring the implementation of this policy. Day-to-day operational responsibility, including the establishment of a review cycle for this policy, has been delegated to the Service Managers.

Guiding Principles:

Our policy is designed to take account of the protected characteristics recognised under the Equality Act 2012. Currently these are:

- **Age**
- **Disability**
- **Gender Reassignment**
- **Marriage and Civil Partnership**
- **Pregnancy and Maternity**
- **Race**
- **Religion and Beliefs**
- **Sex**
- **Sexual Orientation their background or protected characteristics**

In fulfilling the legal obligations cited above, the Directors of The Adventure Service are guided by nine principles:

- 1: All clients are of equal value.**



We see all clients and potential clients, and their parents and carers, as of equal value:

- whether or not they are disabled;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender and gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual identity; and
- whatever their academic abilities.

2: We recognise, respect and celebrate difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities will not discriminate but will nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised;
- religion, belief or faith background; and
- sexual identity.

3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

4: We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled;
- whatever their ethnicity, culture, religious affiliation, national origin or national status;
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.



5: We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men.

6: We consult and involve widely. We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys;
- all sexual identities.

7: Society as a whole should benefit from the promotion of equality and the rejection of discrimination. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys;
- all sexual identities.

8: We base our practices on sound evidence. We maintain, monitor and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender and will make adjustments to the policy as appropriate.

9: Objectives

We will formulate and publish specific and measurable objectives, based on the evidence we have collected and published and the engagement in which we have been involved, in relation to:



- disability;
- ethnicity, religion and culture;
- gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference. Accordingly, every three years we will draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify will take into account national and local priorities and issues, as appropriate.

We will keep our equality objectives under review and report annually on progress towards achieving them.

The curriculum

We will keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

Ethos and organisation

We will ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- clients' progress, attainment and achievement;
- clients' personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community.

Addressing prejudice and prejudice-related bullying

The Governing Body of Acorn Free School is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

Types of discriminatory incidents that can occur are:

- physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;



- use of derogatory names, insults and jokes;
- racist, sexist, homophobic or discriminatory graffiti;
- provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- bringing discriminatory material into school;
- verbal abuse and threats;
- incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- discriminatory comments in the course of discussion;
- attempts to recruit others to discriminatory organisations and groups;
- ridicule of an individual for difference e.g. food, music, religion, dress etc;
- refusal to co-operate with other people on grounds of a protected characteristic - e.g. race, gender, disability or sexual orientation.

Harassment and Victimisation

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

Discipline and Termination of Employment

We will ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

Roles and responsibilities

The Adventure Service directors are responsible for ensuring that the service complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Role of Directors

The Adventure Service Directors have set out its commitment to equal opportunities and diversity in this policy and it will continue to do all it can to ensure that the Service is fully inclusive to clients, and responsive to their needs based on their various backgrounds and protected characteristics.

The Adventure Service Directors seeks to ensure that people are not discriminated against when applying for jobs at our service on grounds of any protected characteristic.



The Adventure Service Directors take all reasonable steps to ensure that the service environment gives access to people with disabilities, and also strive to make service communications as inclusive and clear as possible for parents, carers and pupils.

The Adventure Service Directors welcome all applications to join the service, whatever a client's background or protected characteristics.

The Adventure Service Directors ensures that no client is discriminated against whilst in our service on account of their background or protected characteristics.

The Role of the Service Manager

It is the Service Managers role to implement the services Equality Scheme and (he/she) is supported by the Directors in doing so.

It is the Service Managers role is to ensure that all staff are aware of the Equality Scheme, and that Staff apply these guidelines fairly in all situations.

The Service Manager ensures that all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment, promotion, communication, training and development opportunities or day-to-day activities.

The Service Manager promotes the principle of equal opportunity/diversity when developing the curriculum, and promotes respect for other people and equal opportunities to participate in all aspects of academy life.

The Service Manager treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The Role of all Staff

All staff will ensure that all pupils are treated fairly, equally and with respect, and will maintain awareness of the academy's Equality Policy.

All staff will strive to provide material that gives positive images based on race, gender, disability and other protected characteristics and challenges stereotypical images and attitudes.

All staff will challenge any incidents of prejudice/discrimination (including racism or homophobia) and record any serious incidents, drawing them to the attention of the Directors.

Instructors support the work of support staff and encourage them to intervene in a positive way against any discriminatory incidents.

All staff in roles with line management responsibilities must set an appropriate standard of behaviour, lead by example and ensure that those they manage adhere to the policy and promote our aims and objectives with regard to equal opportunities. Managers will be given appropriate training on equal opportunities awareness and equal opportunities recruitment and selection best practice as appropriate.



In certain circumstances the Directors could be held to be vicariously liable for actions of their staff. However, staff should be aware that they may be personally liable if they are found to have discriminated against another person whilst in the Academy or on Academy related business or acted in other ways that are in breach of the principles of this policy. Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. We take a strict approach to serious breaches of this policy.

Information and resources

We will ensure that the content of this policy is known to all staff and Directors and, as appropriate, to all clients and their parents and carers.

All staff and Directors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, clients and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We will ensure that all staff, including support and administrative staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other service policies are dealt with, as determined by Directors.

10. VERSION CONTROL

Amendment	Name	Date
Document Creation	T Harris-Ellis	November 2015
reviewed	Terry Harris-Ellis	13 th March 2017