

Equality Policy

January 2021

Policy/Statement: Equality Policy	Responsibility: MMO	Date Agreed: January 2021 Review Date: January 2022
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To be used with the following policies:	Named Responsibilities:
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1 Aims

We believe in our duty and will be proactive in working to:

- eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- advance equality of opportunity between those who have protected a characteristic and those who do not
- foster good relations between those who have a protected characteristic and those who do not

2 Objectives

The objective of the School's Equality Policy is to:

- Develop an ethos which respects and values all people
- Actively promote equality of opportunity
- Prepare pupils for life in a diverse society
- Promote good relations amongst people within the school community and the wider communities in which we work
- Eliminate all forms of unfair discrimination, bullying, harassment or other oppressive behaviour
- Deliver equality and diversity through school policies, procedures and practice
- Do our utmost, within available resources, to remove barriers which limit or discourage access to school provision and activities
- Take positive action to provide encouragement and support to individuals and groups whose progress has been limited by stereotyping and cultural expectations
- Monitor the implementation of equality and diversity within the school
- Set targets for improvement and evaluate the impact of equality and diversity action in achieving our goals

3 Legal Framework

[The Equality Act 2010](#)

[The Equality Act 2010 \(Specific Duties\) Regulations 2011](#)

Under specific duties, proprietors of academies are required to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the Public Sector Equality Duty.

The Public Sector Equality Duty came into force across Great Britain on 5 April 2011. It means that public bodies must consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

The school will fulfil its Public Sector Equality Duty by drawing up and publishing equality objectives every four years and annually publishing information demonstrating how we are meeting the aims of the Public Sector Equality Duty.

The school welcomes its 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 (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We embrace 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.

4 The Guiding Principles

School-level policy and practice is proactive and reflects the following nine principles:

Principle 1: All learners are of equal value

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

- Regardless of physical ability
- Regardless of their ethnicity, culture, national origin or national status
- Regardless of their gender and gender identity
- Regardless of their religious or non-religious affiliation or faith background
- Regardless of their sexual identity

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless consider differences of life-experience, outlook and background, and 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
- Sexual identity.

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

We intend that all 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.

Principle 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

Principle 5: We aim to reduce and remove inequalities and barriers that may 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

Principle 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 as wide a cross section as possible from our communities. This could include:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds Both women and men, and girls and boys

- Gay people as well as straight
- Transgender people

Principle 7: Society should benefit

We intend that our policies and activities should benefit society, both within our school and wider community, 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
- Gay people as well as straight
- Transgender people

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7), in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

5 Action planning to implement the Principles of this policy

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years we draw up an action plan within the framework of the School's improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify consider national and local priorities and issues, as appropriate.

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

6 The Curriculum/Teaching and Learning

Equality and diversity are embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore differences in relation to race/ethnicity, religion/belief, gender, disability etc. This is implemented through a diverse and exciting curriculum, which is carefully planned and monitored. Pupils access Equality and diversity learning opportunities in timetabled PSHE lessons and through the schools SMSC and British Values program. Assessment data will be used to monitor the progress of groups. Attention will be given to identified trends in performance, in order that any patterns can be challenged and met.

Stereotyping will be challenged through school assemblies, Social and Emotional Aspects of Learning (SEAL) work, class discussions and through visual displays around the academy. When considering roles and responsibilities all children will be considered equally.

7 Ethos and Organisation

The school ensures these 'Principles' apply to the full range of policies and practices, including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' 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

8 Addressing Prejudice and Prejudice-related Bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the introduction:

- Prejudices around disability and special educational needs
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

The school gives guidance to staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

The school keeps a record of prejudice-related incidents and, if requested, can provide a report about the numbers, types and seriousness of prejudice-related incidents at the school and how they are dealt with.

9 Roles and Responsibilities

The Local Governing Board is responsible for ensuring that the academy complies with legislation and that this policy and its related procedures are implemented.

A member of the Management Committee will have oversight regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Each site lead has day-to-day responsibility for co-ordinating implementation of the policy at their site.

All teaching staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curricula and lessons that reflect the guiding principles above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

10 Information and Resources

The content of this policy is to be made known to all staff and governors and, as appropriate, to all pupils and their parents and carers. The policy will be published on the School Website and made available to staff through the staff shared area. A hard copy will be available at reception.

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

11 Religious Observance

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

11 Staff Development and Training

We 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.

12 Breaches of the Policy

Breaches of this policy within the school will be addressed in the same way that breaches of other school policies are dealt with, as determined by the Headteacher and Local Governing Board.

13 Monitoring, Evaluation and Review

To determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and adjust as appropriate.

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.