

Date Adopted	Autumn 2021
Review Date	Autumn 2022

EQUALITY POLICY	Statutory
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1. INTRODUCTION

- 1.1 The Governing Body and school is committed to a policy of equality and aims to ensure that no employee, job applicant, student or other member of the school community is treated less favourably on grounds of sex/gender, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.
- 1.2 Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where diversity is celebrated.
- 1.3 All members of the school community are responsible for promoting the school's Equality Policy and are obliged to respect and act in accordance with the policy.

2. PROCEDURES

2.1 The Legislative Framework

- 2.1.1 The Equality Act 2010 replaces and consolidates all existing legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act.
- 2.1.2 It remains the case that schools cannot unlawfully discriminate against or treat less favourably students (and potential/ex-students) or adults because of their sex, gender reassignment, race, disability, religion/belief, sexual orientation, age, marriage and civil partnership pregnancy. In addition, any form of discrimination or less favourable treatment because of gender reassignment, pregnancy or maternity becomes unlawful. All of the above are known as 'protected characteristics'. It is also unlawful to discriminate against a student or member of staff who is associated with a person with a protected characteristic e.g., to discriminate against a student because his/her parents/carers are homosexual.
- 2.1.3 The Act makes it unlawful for the 'responsible body', (the Governing Body) to discriminate against, harass or victimise a student or potential student
 - In relation to admissions
 - In the way it provides education for students
 - In the way it provides students access to any benefit, facility or service
 - By excluding a student or subjecting them to any other detriment
- 2.1.4 Any person acting on behalf of the Governing Body, including the school staff, are liable for their own discriminatory actions. The Governing Body is liable unless it can show that it has taken all reasonable steps to prevent any form of discrimination.
- 2.1.5 The relationship between one student and another is not within the scope of the Act. It does not, therefore, deal with homophobic bullying for example. However, the school could be found guilty of unlawful discrimination if it treats such bullying as less serious than other forms of bullying.
- 2.1.6 **The Curriculum:** the content of the curriculum is explicitly excluded but the delivery of the curriculum is explicitly included. There can be no valid complaint under the Act because the school includes 'The Merchant of Venice' in its syllabus but if the play is used to belittle a Jewish student, that student has a legitimate grievance.
- 2.1.7 **Acts of Worship:** the school can hold daily acts of worship or collective religious observance of a broadly Christian nature. The school is free to celebrate festivals of any faith.
- 2.1.8 **The Questions Procedure:** if a student or member of staff believes they have been discriminated against or harassed by the school, they can ask a series of questions before deciding whether to bring a case.

2.1.9 Equality Duties

The duties provide a framework of action, or key steps, that school should take.

- 2.1.9.1 **Race Equality Duty:** schools are legally required to take action to eliminate unlawful racial discrimination and promote equality of opportunity and good relations between people of different racial groups.

The school recognises that minority ethnic groups experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, access to services, education and employment. Racial harassment and violence is one of the most serious consequences of racism, damaging people physically and emotionally and limiting their life choices and opportunities. The school will take all necessary measures to eliminate racist behaviours and enable its students of ethnic minorities to enjoy and achieve throughout their education. (Actions - see Appendix A)

The school will promote equality and challenge racism by:

- Exploiting opportunities to celebrate the richness and diversity of different cultures
- Exploiting opportunities through assemblies to deal with issues of prejudice
- Exploiting opportunities through the teaching of PSHE, Ethics and other curriculum subject where opportunities arise.
- Address all words/acts of racism seriously and with consequence matched with education

- 2.1.9.2 **Disability Equality Duty:** schools are legally required to take action to promote equality of opportunity between disabled people and others, eliminate unlawful discrimination and disability-related harassment, promote positive attitudes towards and the participation of disabled people and take steps to meet needs even if this requires more favourable treatment.

- 2.1.9.3 **Gender Equality Duty:** schools are legally required to take action to eliminate unlawful sex/gender discrimination and harassment and promote equality of opportunity between genders, both adult and child, and those who identify as gender neutral or are undergoing gender reassignment.

The school is committed to eliminating sex/gender discrimination and sexism and promoting equality of opportunity. As part of this duty, the school takes account of the particular needs of young carers, students from homes where there is domestic violence, pregnant teenagers/teenage parents and any member of the school community undergoing gender reassignment.

- 2.1.10 **Public Sector Equality Duty:** this duty expands the scope of three duties above. In addition to race, disability and gender, it adds gender reassignment, pregnancy and maternity, religion or belief, sex and sexual orientation and age (adults): the protected characteristics.

The three aims are to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

These are achieved by:

- Removing or minimising disadvantages suffered by people to their protected characteristics.
- Taking steps to meet their needs where these differ from the needs of others.

- Encouraging people with protected characteristics to participate in activities where their participation is disproportionately low.
- Demonstrating compliance through annual reports and equality impact assessments. The school is committed to combating discrimination faced by students and adults who are lesbian, gay, bisexual or transgender (LGBT). We support their right to be open about their sexual orientation and the need to respect their lifestyles.

The school is aware that faith-based hate crime has increased in recent years and has a character that is distinct from race hate crime. It is also aware that flexible approaches are required sometimes in order to respect an individual's or non-religious, beliefs and practices.

To fulfil its equality duties, the school must:

- Prepare and publish an action plan with information, evidence and targets.
- Monitor and assess the impact of the action plan.
- Carry out a full review at least every three years (see Appendix A)

3. RELATIONSHIP TO OTHER POLICIES AND GUIDANCE

3.1 Every policy must have regard to the requirements of the Equality Act 2010. There are certain policies and guidance where the need to address this is of particular importance. Amongst these, we include:

- Special Educational Needs
- Teaching and Learning
- Recruitment
- Child Protection & Safeguarding
- Behaviour
- Anti-bullying
- Relationships and Sex Education

4. STAFFING

- 4.1 The school adheres to recruitment and selection procedures which are fair, equal and in line with statutory duties.
- 4.2 Steps are taken to encourage people from underrepresented groups to apply for positions at all levels in the school.
- 4.3 Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. It is part of the induction programme for new staff.
- 4.4 The skills of all staff, including non-teaching and part-time staff are recognised and valued. All staff are given status and support and are encouraged to share their knowledge.
- 4.5 Regular professional development activities are available for all staff members to support their practice in relation to this policy.

5. ADMISSIONS AND ATTENDANCE

- 5.1 Steps are taken to ensure the school's admission process is fair and equitable to all students. See annual Admission Policy.
- 5.2 Comprehensive information about students' ethnicity, first language, religion, physical needs, diet etc. is included in all admission forms.
- 5.3 The school and families are aware of their rights and responsibilities in relation to student attendance and absence is always followed up by appropriate personnel who are aware of community issues.
- 5.4 Provision is made for leave of absence for religious observance, which includes staff as well as students.
- 5.5 Attendance is monitored by sex/gender, ethnicity, special educational needs and background and action is taken in order to address any disparities between different groups of students.

6. IMPLEMENTATION

The policy will be delivered by

- 6.1 Integrating equality issues into all our key policies, the school improvement plan, milestone reviews and performance management.
- 6.2 Identifying any differences in student outcomes and consider whether these differences are due in whole or in part to the protected characteristics of students.
- 6.3 Considering why such inequalities may exist and understand why the experience of inequality can impact on student outcomes.
- 6.4 Identifying appropriate corrective action and interventions that address the causes of inequality and drive the improvement in student outcomes.

7. MONITORING & REVIEW

- 7.1 The school will review this policy at least every three years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
- 7.2 Governors will oversee the internal audit arrangements; providing the appropriate level of support and challenge to ensure that the agreed practice and procedure has been implemented through:
 - Scrutiny of all reporting information requested and received
 - Identification of any associated risks, trends, underlying or contributory factors
 - Assessing any opportunities for change to enhance existing practice and achievement of the school's vision
 - Making decisions in respect of any proactive and/or mitigating action to be taken
 - Evaluating the impact and effectiveness of policy and practice in line with the agreed policy review schedule or as necessary.

Date Policy adopted: 15th November 2021

Neil Willey

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Chair of Governors



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Headteacher

Appendix A

Action	By Whom?	When?	Monitoring & Evaluation	Success Criteria
1. Teacher's planning will provide opportunities for all students to take part and achieve	All teaching staff	Ongoing	SLT, QoE sub-committee	All students will have access to a curriculum in which they can take part, achieve, reach their full potential and enjoy.
2. Tracking analysis identifies groups and monitors progress	Deputy Headteacher - T&L. Raising Standards Leads	Termly	SLT, QoE sub-committee	All students make appropriate progress. Evidence of closing the gap in attainment and progress
3. Monitor attendance data to ensure that trends do not indicate the group is attending less than any other.	Assistant Headteacher - Inclusion	Termly	SLT, A&E sub-committee	All students regularly attend school and are on time
4. Monitor rewards and sanctions to ensure that there is equality of opportunity for all students	Deputy Headteacher - Pastoral Care. Assistant Headteacher - Inclusion	Termly	SLT, A&E sub-committee	All students have equal opportunity to attain rewards for behaviour and performance, and staff use sanctions appropriately as outlined in the Behaviour policy and no group is adversely targeted.
5. Monitor staff recruitment and retention procedures to ensure equality of opportunity for all	HR	Annually	Staffing Committee	All applications have an equal opportunity regarding employment into the school
6. Monitor promotion procedures to ensure equality of opportunity for all.	Headteacher	Annually	Staffing Committee	All applicants have equal opportunity regarding promotion within the school
7. Monitor staff disciplinary, grievance and capability procedures to ensure an equal process for all.	Headteacher	Annually	Staffing Committee	All staff receive an equal process regarding sanctions within the school.
8. Monitor staff exit surveys to ascertain any equal opportunities issues	HR	Annually	Headteacher, Staffing Committee	Any equal opportunities issues will be identified and addressed as required.
9. Ensure all students access, medical and dietary needs are recorded when joining the school	Assistant Headteacher (DoKS)	As and when students join the school	Deputy Headteacher - Pastoral Care.	Access needs of all students are catered for and the Supporting Students with Medical Needs policy is adhered to.
10. Monitor curriculum to ensure resources chosen include cultural diversity	Teacher	Ongoing	Deputy Headteacher - Learning & Standards	All subjects have intercultural elements

11. Raise awareness of cultural diversity through visits and visitors as appropriate	Teacher	Ongoing	Deputy Headteacher - Learning & Standards	Students have a balance of experiences which reflect the diversity of society.
12. Challenge stereotyping of gender roles in society	All Staff	Ongoing	Deputy Headteacher - Learning & Standards Deputy Headteacher - Pastoral Care.	Students are aware that roles in society are not gender specific.
13. Equal opportunities in the curriculum for boy/girl participation	Teachers	Ongoing	Deputy Headteacher - Learning & Standards / Deputy Headteacher - Pastoral Care.	Boys and Girls equally engaged in a range of activities.
14. Ensure, as far as possible, that school trips and enrichment activities are accessible to all	Teachers	Ongoing	Deputy Headteacher - Pastoral Care / Deputy Headteacher - Learning & Standards	Students are able to access a range of extra-curricular activities.