



# Equalities Policy

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## Guiding Principles

In fulfilling the legal obligations cited below, we are guided by nine principles:

### Principle 1: All learners are of equal value

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We see all learners and potential learners, 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.

### Principle 2: We recognise and respect difference

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Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must 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.
- Sexual identity.

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

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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 or transgender harassment.



## **Principle 4: We observe good equalities practice in staff recruitment, retention and development**

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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 already exist**

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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 aim to reduce and remove inequalities and barriers that already exist**

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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, girls and boys and transgender.
- Gay people as well as straight.

## **Principle 7: Society as a whole should benefit**

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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 and transgender.
- Gay people as well as straight.

## **Principle 8: We base our practices on sound evidence**

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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**

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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.

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

Annually we review our Equality Duty Statement, within the framework of the overall academy development plan and processes of self-evaluation, setting out specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

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

## **MISSION STATEMENT**

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The academy is committed to ensuring this policy is actively implemented and is focussed on achieving positive outcomes.



## **LEGAL FRAMEWORK**

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This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. It has been developed to help you to meet the duty to:

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

## **THE CURRICULUM/TEACHING AND LEARNING**

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Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and that pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. Resource materials will reflect both the diversity of the school, local community and wider society as a whole. The school will use attainment and achievement data to inform planning and provision to support individuals and groups of pupils. We are aware of the specific assessment needs of pupils with additional needs such as EAL, SEND, etc. and recognise the importance of scrutinising assessment materials for cultural bias.

## **ETHOS AND ORGANISATION**

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Equality and diversity principles will run through all our day to day practices and be embedded in all our policies. This will include the following specific areas of practice:-

- Admissions, induction and attendance.
- Pupils' progress, attainment and achievement.
- Pupils' personal development, welfare and well-being (linking to anti-bullying and safeguarding).
- Care, guidance and support.
- Parental/carer involvement.
- Working with the wider community and community cohesion.
- Behaviour, discipline and exclusions.
- Teaching styles and strategies.
- Staff recruitment, retention and professional development.
- Inclusion (linking to curriculum, participation etc).

## **ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING**

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The academy acknowledges its legal obligations to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals.



"A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."

We take our obligations seriously and have procedures for dealing with such incidents. Information about the number, type and seriousness of such incidents, will be reported regularly to the governing body.

## **ROLES AND RESPONSIBILITIES**

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The governing body is responsible for ensuring the academy complies with the legislation, and that the policy, the academy's practice and related procedures and any action plans are implemented and regularly reviewed and monitored.

The Principal is responsible for the overall implementation of the policy on a day to day basis, but that this may be delegated as appropriate to a senior member of staff. The Principal is responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that all staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.

All staff have a responsibility to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of the academy through their actions. They should undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They should know how to respond to and deal with any prejudice-related incidents which occur.

## **INFORMATION AND RESOURCES**

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The academy will make every effort to ensure that this policy is known by all stake-holders, including governors, staff, parents/carers, and pupils and the opportunities provided for each stake-holder group to actively engage with the development of, implementation of, and monitoring and evaluation of this policy and all related activity.

We will collect and publish relevant equality information as specified under the specific duty on public bodies in the Equality Act 2010 on our web site.

## **STAFF DEVELOPMENT AND TRAINING**

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The Principal will ensure that staff across all sections of the community (teaching, support, play leaders, office staff etc) will have their professional development needs met in relation to this agenda.



## **BREACHES OF THE POLICY**

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Concerns/complaints about the implementation of the policy or any infringement should be directed to the Principal who will investigate them under the complaints' policy.

## **MONITORING AND EVALUATION**

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The impact of the policy will be measured by Governors considering data produced by the academy and considering this in relation to the principles in this policy at least annually and how often it will be reviewed.