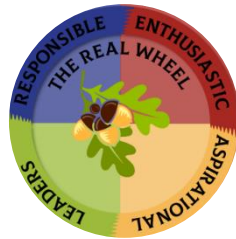


Equality Policy

Revised and adopted by Governing Board:	Summer 2017 Autumn 2018
Review Date:	Summer 2018 Autumn 2019 April 2022
Changes:	Policy adopted is based on Stockport's model policy. Spring 2018: Equality objectives included Autumn 2019: No changes Autumn 2020: no changes April 2022: Changes to incorporate language of Equality Act and expanded explanation of its meaning to tie in with our aims/objectives which have been updated
Published on website:	Spring 2018



Safeguarding Duty	<p>Keeping Children Safe in Education -</p> <p>“Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.”</p> <p>“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:</p> <ul style="list-style-type: none"> • protecting children from maltreatment; • preventing the impairment of children’s mental and physical health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.”
<p>UN Convention on the Rights of the Child</p> 	<p>Article 3- Best interests of the child Article 14- freedom of thought, belief and religion Article 22- rights of refugee children Article 23- children with disability Article 28- Right to education Article 29- Goals of education Article 30 – children of minorities</p>

Legal Framework

1. We are 100% committed to fulfilling our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics as set out in the Act (see below).
2. We are also 100% committed to our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognize 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 Equality Act (the Act)

The Act provides protection on specific grounds including:

- Age (not applicable to the provision of education but applicable to work)
- Disability
- Gender reassignment
- Marriage and civil partnership (not applicable to the provision of education but applicable to work)
- Race
- Religion or belief
- Sex
- Sexual orientation

We are committed to promoting equal opportunities and ensuring that no unlawful action occurs as a result of a protected characteristic. Unlawful action includes:

- **Direct discrimination:** treating someone less favourably because of a Protected Characteristic. For example, rejecting a job applicant because of their religious views
- **Indirect discrimination:** a provision, criterion or practice that applies to everyone but adversely affects people with a particular Protected Characteristic more than others, and is not justified. For example, requiring a job to be done full-time rather than part-time would adversely affect women because they generally have greater childcare commitments than men. Such a requirement would be discriminatory unless it can be justified.
- **Harassment:** this includes sexual harassment and other unwanted conduct related to a Protected Characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.
- **Victimisation:** retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment.
- **Disability discrimination:** this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

A disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on the individual's ability to carry out normal day to day activities.

We recognise that some children and young people who have SEND may have a disability under the Act. We will always be mindful of our duties under both the Act and SEND legislation.

Guiding Principles

In fulfilling the legal obligations cited above, we are guided by 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:

- Whether or not they are disabled
- Whatever their race, 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

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 wellbeing.

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 race, 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 quality 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:

- Whatever their age
- Whether or not they are disabled
- Whatever their race, 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.

In addition to avoiding or minimizing 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. As appropriate and relevant, 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 both girls and boys
- Gay people as well as straight

Principle 7: Society as a whole should benefit.

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 from a range of ethnic, cultural and religious backgrounds
- Both women and men, and both girls and boys
- Gay people as well as straight

Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Principle 9: Measurable objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence that we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

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

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- Pupil's progress, attainment and achievement
- Pupil's 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 school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

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

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents, and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents in our school and how they are dealt with. These are reported to the Governing Board.

Roles and responsibilities

The Governing Board is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

A member of the Governing Board, usually the governor with responsibility for SEND, will monitor the implementation of the policy.

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

The senior leadership team has day-to-day responsibility for co-ordinating implementation of the policy.

All 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 principles in paragraph 4 above
- Support pupils in their class for whom English is an additional language
- Keep up-to-date with equalities legislation relevant to their work.

Information and resources

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

All staff and governors 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 belief of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

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.

Breaches of the policy

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

Monitoring and review

We collect, study, and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments where appropriate.

In particular, we collect, analyse, and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; race, language, religious affiliation and gender.

Equality objectives to be produced collaboratively with staff in Autumn 2022

Monitoring arrangements

The head teacher and personnel committee will review and update the equality information we publish at least every year.

This document will be reviewed by the personnel committee at least every 4 years.