

**EQUALITIES POLICY**



*Mission Statement: To love, to learn with God in our hearts*

**Policy revised: APRIL 2020**

**Review Date: APRIL 2021**

---

## **1. Introduction**

The Equalities Policy set out the school's approach to promoting equality and diversity in line with legislative requirements of the Single Equality Act 2010.

The Single Equality Act 2010 harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

The Act protects people from discrimination and harassment based on the following 'protected characteristics':

- gender
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy and maternity

(Age and being married or in a civil partnership are NOT protected characteristics for school provision.)

The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements)
- Pupils at the school (including those absent or temporarily excluded)
- Former pupils (if there is a continuing relationship based on them having been a pupil at the school)

In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, everyone will be treated equally. This Equalities Policy summarises the school's approach in ensuring equality for all.

## **2. Objectives**

To ensure that all learners have equal access to a rich, broad, balanced and relevant curriculum.

To advance equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity and promote community cohesion by fostering good relations.

To eliminate any discrimination, harassment and victimisation. To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their disability, gender, gender identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.

To recognise and celebrate diversity within our community whilst promoting community cohesion.

To ensure that this policy is applied to all we do.

To ensure that pupils and parents are fully involved in the provision made by the school.

To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

### **3. Strategies**

Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.

Consultation and Information Sharing:

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

Teachers will ensure that the teaching and learning takes account of this policy.

Parents and Governors will be involved and consulted about the provision being offered by the school.

Children express their views during lesson observations, School Council and questionnaires

Policies:

Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

The Curriculum:

We regularly review the curriculum in order to ensure that teaching and learning offers all learners equal access to a rich, broad, balanced and relevant curriculum. Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.

Staff Development and Training:

Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.

Enrichment:

Contributions will be sought from outside agencies, companies and parents to enrich teaching, learning and the curriculum.

The positive achievements of all pupils will be celebrated and recognised.

Addressing prejudice and prejudice-related bullying:

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g. homophobic bullying. We keep records of the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with. This data is shared with the Governors termly.

#### **4. Equality Action Plan Objectives**

The Equality Act 2010 requires schools to publish specific and measurable equality objectives.

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

#### **5. Outcomes**

This policy will play an important part in the educational development of individual pupils.

It will ensure that all pupils are treated equally and as favourably as others.

The school will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

#### **6. 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 strategies are implemented.

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.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- identify and challenge bias and stereotyping in the curriculum
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

#### **7. 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.