
EQUALITY POLICY

Introductory notes

After the [Equality Act 2010](#) was introduced fully in April 2011 there was no longer a requirement that schools should draw up and publish equality schemes or policies. The ALP recognises that it is still good practice, however, for a school to make a statement about the principles according to which it assesses the impact on equality of its practices, and according to which it establishes specific objectives. Our Equality Information and Objectives Statement is attached at Annex A and is published on our websites, updated annually.

Legal framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), sex, disability, ethnicity, gender, gender identity, religion and belief and sexual orientation.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and more recent directives to teach about character and values through SMSC in the curriculum.

We recognise these duties are essential, and that they 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](#).

Guiding Principles

In fulfilling the legal obligations cited above, we are guided by nine principles which are underpinned by the schools' core values:

- **Principle 1: All learners are of equal value.**

- We see all learners and potential learners, and their parents/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 orientation

- **Principle 2: We recognise and respect difference.**

- Treating people equally does not necessarily involve treating them all the same. All efforts are acknowledged and celebrated. Our policies, procedures and activities must not discriminate but must nevertheless take account of 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, or having no religious beliefs
 - sexual identity
 - gender identity

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

- We intend that our policies, procedures and activities engender:
 - 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, biphobic and transphobic language or discrimination

● **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 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
 - children from disadvantaged backgrounds

● **Principle 6: We aim to consult and involve widely.**

- People affected by a policy or activity should be 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 the ethnic, cultural and religious backgrounds that make up our community
 - both women and men, and girls and boys
 - people of all sexual orientations

● **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 of a wide range of ethnic, cultural and religious backgrounds
 - both women and men, girls and boys
 - people of all sexual orientations
 - gender variant people

● **Principle 8: We base our practices on sound evidence.**

- We will maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:
 - disability
 - ethnicity, religion and culture
 - gender

● **Principle 9: We collect, analyse and publish data.**

- Each year we formulate and publish data we have collected in relation to:
 - disability
 - ethnicity, religion and culture
 - gender
 - disadvantage
 - achievement, broken down as appropriate according to disability & SEN, ethnicity, language, gender and disadvantages

We recognise that the actions resulting from a policy statement such as this will have an impact if we set ourselves challenging and measurable objectives to demonstrate this commitment.

The Curriculum

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

Ethos and organisation

We ensure the principles listed above apply to the full range of our 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
- safeguarding children in education

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 above:

- 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, biphobia and transphobia
- prejudice which may be the precursor to radicalisation and extremism

There is clear guidance for teachers defining how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously the expectation that we will report regularly to the local authority about the numbers, types and seriousness of race-related incidents at our school and how they are dealt with (see form at Appendix 2). We also draw on the support of Northumbria Police and partner organisations such as Show Racism the Red Card.

Roles and responsibilities

School Community	Responsibility
Governing Body	Ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
Executive Principal	To support the Governing Body promoting key messages to staff, parents and pupils about equality and what is expected of them. Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Child Wellbeing Advocate and Heads of School	To support the Executive Principal as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility and are given appropriate training to record and report prejudice related incidents. Ensure that staff have appropriate skills to deliver equality including pupil awareness.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum that reflects the principles above. Ensure that you are aware of your responsibility to challenge, record and report prejudice related incidents. Promote an inclusive and collaborative ethos in your classroom.
Support Staff	Support the teaching staff and the Governing Body in delivering a fair and equitable service to all stakeholders. Uphold the commitment made to pupils and parent/carers on how they can be expected to be treated. Support colleagues within the school community. Ensure that you are aware of your responsibility to challenge, record and report prejudice related incidents. Promote an inclusive and collaborative ethos in your area of work.
Parents	Take an active part in identifying barriers for the schools' communities and informing the Governing Body of actions that can be taken to eradicate these. Take an active role in supporting and challenging the schools to achieve the commitment given to the schools' communities in tackling inequality and achieving equality of opportunity for all.
Pupils	Supporting the school to achieve the commitment made to tackling inequality.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the Governing Body of action that can be taken to eradicate these. Take an active role in supporting and challenging the school to achieve the commitment made to the community in tackling inequality and achieving equality of opportunity for all.

Information and resources

We ensure that the content of this policy is known to all staff/governors and it is available to all parents and carers via our website.

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.

Staff development and training

The Child Wellbeing Advocate will ensure that all staff, including support 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 Executive Principal and Governing Body.

Linked Policies:

- SMSC Policy
- PHSE, SRE & Drugs Education Policy
- SEND Policy
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum Information
- Tackling Extremism Policy
- Statement on British Values & Radicalisation
- Collective Worship Policy
- Gender Identity Policy
- Pupil Premium Policy

Chair of ALP:

Date:

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