

# Equality Policy



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### 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

### 2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

### 3. Roles and responsibilities

The board of directors will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least annually
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the executive principal

The executive principal will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to directors
- Identify any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

## 4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

The implementation of this policy seeks to achieve this focus through our core functions:

### **Curriculum Delivery:**

Provide a curriculum which make reasonable adjustments to the way in which it is delivered, to ensure equality of access and create a culture and environment free from discrimination, harassment, bullying, victimisation or intimidation.

Ensure equal access to the school's compliments, concerns and complaints procedure and monitor those who use it in order to identify potential areas of inappropriate service or discrimination.

Take appropriate action as a result of feedback gained.

### **Employment Practice:**

Equal and fair treatment and the recognition of the diverse needs of our workforce by seeking to employ a workforce which is, at all levels, and as much as possible representative of the people using our service and monitoring accordingly. Ensuring recruitment processes actively encourage applications from all groups in the community. Implementing and monitoring the application of recruitment and selection processes that avoid unlawful discrimination to ensure consistent and effective application and to promote equality of opportunity.

Positive action may be used in the appointment process as a tie-breaker between candidates of equal merit. Any use of positive action will only be lawful if:

- The candidate is appointed on merit – the candidate must be as qualified as any other candidate to be appointed. A candidate cannot be appointed just because he or she has a particular protected characteristic, such as being from an ethnic minority.
- The employer does not have a general policy of always favouring people with certain protected characteristics.
- Any action taken by the employer is a proportionate means of achieving the aim of addressing disadvantage or under-representation in the workforce.
- Aiming to ensure opportunities for and access to learning and career development are provided fairly.
- Providing a safe and accessible working environment that values and respects the identity of each individual and which encourages each person to reach their full potential.
- Creating a culture and working environment free from discrimination, harassment, bullying, victimisation or intimidation.

Where the requirements of curriculum delivery are not compromised, ensuring that all staff have access to flexible working and that the benefits of a work-life balance are recognised.

Ensuring we regularly review equalities and diversity training needs. This is to equip the workforce with the necessary skills and understanding to work within a diverse environment.

Ensuring that access to information and data is as open and transparent as is possible.

Encouraging two-way communication between staff and leaders and seek to listen to and involve all employees.

Wherever possible, consulting with representative groups of staff on any proposed changes to employment practice.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and directors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every three years.

## 5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- › Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- › Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- › Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- › Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- › Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

## 6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- › Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- › Holding assemblies/tutor times dealing with relevant issues.
- › Working with our local community. This includes organising school trips and activities based around the local community.
- › Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities. We also work with parents to promote knowledge and understanding of different cultures

## 7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

## 8. Equality objectives

### Objective 1

To endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community

### Objective 2

To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

### Objective 3

To further improve accessibility across the school for students, staff and visitors with disabilities, including access to specialist teaching areas.

### Objective 4

To reduce the incidence of the use of homophobic, sexist and racist language by students in the school.:

## 9. Monitoring arrangements

The executive principal will update the equality information we publish at least every year.

This document will be reviewed by the managing director annually.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment