

The Grove School 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 and policies. It is still good practice, however, for a school to make its practice about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives. This statement has been amended in the light of the Equality Act 2010.

Legal Framework

1. 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.
2. We welcome our duty under the Education and Inspectors Act 2006 to promote community cohesion and more recent directives to teach about character and values through SMSC in the curriculum.
3. We recognise that 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

4. In fulfilling the legal obligations cited above, we are guided by seven 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 ethnicity, culture, national origin or national status
- Whatever their gender or 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 (Principle 1 Above) does not necessarily mean 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 the kinds of barriers and disadvantages 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 foster

- Positive attitudes towards disabled people, good relationships 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 to bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic, biphobia 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: 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 7: We base our practices on sound evidence

We maintain and publish quantitative information about our progress towards greater equality in relation to:

- Disability
 - Ethnicity, religion and culture
 - Gender
5. 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 as shown in our Equalities information and action plan document and our accessibility plan.

The Curriculum

6. 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.

Ethos and organisation

7. 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:
- 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

8. 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:
- 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 at 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

9. There is clear guidance for teachers defining how prejudice-related incidents should be identified, assessed, recorded and dealt with.
10. 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.

Roles and Responsibilities

11. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented
12. A member of the governing body has a watching brief regarding the implementation of this policy
13. 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 cases of unlawful discrimination
14. All staff are expected to:
 - Promote an inclusive and collaborative ethos in their classroom
 - Challenge any prejudice-related incidents that might occur
 - Plan and deliver curriculum 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

15. 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
16. All staff and governors have access to a selection of resources and training which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious Observance

17. 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

18. 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

19. 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 body

Monitoring and Evaluation

20. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate
21. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language, disadvantage and gender

This policy is also available in larger print



Policy for:

Equality

Date Written: July 2017

Date Reviewed: June 2022

Next Review Date: June 2025

Signed By: *P. J. Derries*

Governor Responsible for: Mr Bob Curry

Headteacher: Mrs Derries