

Part 1

Name of policy	P2 Equality policy
Status of policy	This is a non-statutory policy
Consultation	This policy has been developed in consultation with Governors, Senior Leadership Team, Heads of Year and the Student Support Team
Relationship with other policies	This policy should be read in conjunction with: C1 Curriculum policy C8 Accessibility Plan 2018-2021 P6 Student Behaviour policy S1 Staff Absence policy S2 Staff Pay policy P7 Anti bullying policy P9 SMSC policy
Date policy was agreed	11 th October 2021
Date for full implementation	Immediate
Date for review	Every four years – October 2025 (unless otherwise required by new legislation)

Equality Policy Introduction

At Edgbarrow School we believe everyone has the right to be treated with dignity and respect. As a result, we have developed this policy to ensure it meets our statutory duty to consider the needs of our students and their families, employees and wider members of the school community. We are committed to valuing diversity, tackling discrimination, promoting equality and tackling issues of disadvantage and underperformance of different groups.

The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics. This document sets out how students, their families, employees and members of the wider school community will be protected from harassment and/or discrimination.

The nine protected characteristics are:

- Disability,
- Gender reassignment,
- Pregnancy and maternity,
- Race,
- Religion or belief,
- Sex,
- Sexual orientation,
- Marriage and civil partnership,
- Age.

As a school we will proactively seek equality for all, being mindful of the requirements from the Equality Act of 2010 and the Public Sector Equality Duty.

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

Therefore, as a school we must consciously think about these three requirements as part of our decision-making processes and pay due regard to equality issues within all our key policies, planning and performance management.

This also means that each year the School Development Plan will contain a target(s) relating to equality issues.

We will ensure that every student, their family, employee and member of the wider school community is able to achieve high standards, outcomes and positive values.

The policy also recognises and covers all aspects of vulnerability and additional needs, including socio-economic factors where known.

Equality Objectives

Our Equality Policy will aim to ensure the following:

1. That everyone who belongs to our school and wider community is treated equally, respected and their individual needs are supported.
2. We promote equality opportunities and eliminate unlawful discrimination, harassment or victimisation related to any protected characteristics.
3. That our school's curriculum is broad and balanced, promoting and celebrating diversity and difference, along with developing students' spiritual, moral, social and cultural development.
4. Encourage participation by disabled people and people representing different aspects of social identity.
5. We recognise and promote positive attitudes to all aspects of social identity and diversity
6. Promote a shared commitment to British Values.
7. Ensure all students and staff have the opportunity to reach their full potential.
8. Take clear action to address any gaps or disadvantage faced by particular groups of students.
9. Promote and support the continued professional development of all staff.
10. Comply with statutory duties under equalities legislation.

Legislative Background

The following legislation has been taken into account when developing this Policy.

- Human Rights Act 1998
- Sex Discrimination Act (gender reassignment regulations) 1999
- Curriculum 2000
- SEN and Disability Act 2001
- Education and Inspection Act (Duty to Promote Community Cohesion) 2007
- The Equality Act 2010
- The Education Act 2011
- SEND Code of Practice 2015
- Prevent Duty Guidance for England and Wales 2015
- Character Education framework guidance 2019
- Keeping Children Safe in Education 2021

Who will the Policy affect?

- All members of the Edgbarrow community

Equal Opportunities for employment

This section deals with aspects of equal opportunities relating to staff at Edgbarrow School. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we will strive, wherever possible, for the staffing of the school to reflect the diversity of our community.

Employer duties:

As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Protected characteristics are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

Methods of discussing and communicating the Equality Plan

Method	Timescale
Assemblies and PSHE - Weekly	Weekly
Core Safeguarding Meetings - Weekly	Weekly
Senior Leadership Meetings (Behaviour and vulnerable) - Weekly	Weekly
Staff Meetings – Half Termly	Half Termly
Staff through Heads of Department/Year meetings – Half Termly	Half Termly
Parent Newsletters - Termly	Termly
Working Parties (BAME) - Termly	Termly

Method	Timescale
Local Governing Body (inc parent view)- Termly	Termly
Corvus Learning Trust - Termly	Termly

Appendix 1 – Equality Plan

Equality Objectives 2021 – 2025

Objectives	Actions	Who	Timescale	Potential Impact
1. That everyone who belongs to our school and wider community is treated with equal, respected and their individual needs are supported.	<ul style="list-style-type: none"> To continue to promote and develop an inclusive environment, which offers an innovative curriculum and clearly visible personal development opportunities, that meet the needs of all pupils and staff. 	All	Ongoing	Every member of the Edgbarrow community feels they are valued for who they are as an individual and are support to excel in their own development.
2. We promote equality opportunities and eliminate unlawful discrimination, harassment or victimisation related to any protected characteristics.	<ul style="list-style-type: none"> To ensure peer on peer harassment does not take place at Edgbarrow we will regularly ask students about their views and experiences of this. This will take place during subject reviews, learning walks, student council meetings and 1:1 conversations with students. Students will also be able to report concerns to staff directly, via emails and online reporting functions. Review job adverts annually Use external HR advice to check recruitment process and contracts At least one member of staff on the panel must have completed the safer recruitment panel Monitor data on attendance/outcomes/behaviour/extra-curricular to ensure no group with protected characteristics are negatively impacted. Intervene as appropriate 	Students, SLT, HoY, HoD HR HR HR SLT SLT	Annually Annually Ongoing Ongoing Ongoing	Ensures staffing conforms to best practice and a workforce that is representative of society, providing role models for all. Any discrimination, harassment or victimisation is quickly identified and eliminated. School has an environment which is proudly inclusive. Feedback from students from all groups is positive.

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	<ul style="list-style-type: none"> Assembly and PSHE programme reflect a celebration of diversity and inclusivity 			
3. That our school's curriculum is broad and balanced, promoting and celebrating diversity and differences, along with developing students spiritual, moral, social and cultural development.	<ul style="list-style-type: none"> To regularly review the schools curriculum so that it gives the best possible experience linked to Personal Development, Character Education, SMSC and Cultural Capital. To establish a BAME working party, which seeks to safeguard that all staff have the tools to actively ensure that pupils and staff are treated with respect, regardless of background and that the curriculum celebrates diversity To further support our students to be responsible, respectful, and active citizens through RHSE and a programme of character development. 	<p>All</p> <p>SLT, All</p> <p>Tutors, Pastoral Team</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Students have increased opportunities to access material from different cultures. Stereotypes are challenged.</p> <p>Students and staff are confident to ensure diversity is celebrated and appreciated.</p> <p>PSHE and character development curriculum help all students to develop</p>
4. Encourage participation by disabled people and people representing different aspects of social identity.	<ul style="list-style-type: none"> To continue to ensure the school actively encourages everyone to participate in school life and model the schools values and ethos. Ensure all groups have their voices heard. Ensure the school site is fit for purpose and able to accommodate people with disabilities. 	All staff and Governors	Ongoing	No students or staff are excluded from the participate of school life due to their own personal circumstances.
5. We recognise and promote positive attitudes to all aspects of social identity and diversity	<ul style="list-style-type: none"> To continue to celebrate differences in society as a school community and foster positive beliefs and attitudes. 	All staff and Governors	Ongoing	No member of the school community is prevented from enjoying opportunities to reach their full potential
6. Promote a shared commitment to British Values.	<ul style="list-style-type: none"> To include reference to British Values in assemblies each half term to continue to promote the British values of democracy, 	SLT, staff	Ongoing	All members of the school community show respect for each other.

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	<p>the rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs.</p> <ul style="list-style-type: none"> To include British Values within the PSHE curriculum for each year group and reference in the PSHE newsletter 	Pastoral Team		Students leave Edgbarrow fully prepared for life in modern Britain
7. Ensure all students and staff have the opportunity to reach their full potential.	<ul style="list-style-type: none"> Promote and provide a wide range of CPD and extracurricular activities for staff and students each term. Maintain high standards of behaviour in lessons and unstructured time through consistent implementation of the behaviour policy by monitoring in SLT behaviour meetings 	SLT, HODs SLT, HOY, staff	Ongoing and reviewed at Pastoral Committee	No member of the school community is prevented from enjoying opportunities to reach their full potential
8. Take clear action to address any gaps or disadvantage faced by particular groups of students.	<ul style="list-style-type: none"> Ensure disadvantaged and vulnerable students make progress with their personal development and academic successful in line with, or exceeding their peers progress. 	All staff	Ongoing and reviewed at Pastoral and Curriculum Committee	Groups of students have access to the same academic and personal development opportunities as other students. There is no gap in progress.
9. Promote and support the continued professional development of all staff.	<ul style="list-style-type: none"> The schools CPD menu is published and has a wide range of opportunities linked to all aspects and levels of professional development. 	SLT, Governors, all line managers	Ongoing	No member of staffs professional development is hindered.
10. Comply with statutory duties under equalities legislation.	<ul style="list-style-type: none"> Ensure the school is up to date with the most recent legislation and changes are reflected in documentation and the school's ethos. 	SLT, Governors	Ongoing and reviewed at each Pastoral Committee	No unlawful discrimination takes place within Edgbarrow. Every member of the schools community is treated with respect and treated equally.

(Objectives to be monitored and success towards them will be reviewed each term by the Pastoral Governor Committee)

Equality Plan – Review check list for school staff and governors

- Is information collected on race, disability and gender with regards to both pupils and staff e.g. pupil achievement, attendance, exclusions, staff training?
- Is this information used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides?
- How has your Equality Plan been shaped by the views, input and involvement of staff, parents and pupils?
- Is pupil achievement analysed by race, disability and gender?
- Are there trends or patterns in the data that may require additional action, and has action been taken to address these?
- Does the curriculum include opportunities to understand the issues related to race, disability and gender?
- Are all pupils encouraged to participate in school life?
- Are pupils who make a positive contribution reflective of the school's diversity e.g. through class assemblies / school council?
- Is bullying and harassment of pupils and staff monitored by race, disability and gender, and is this information used to make a difference to the experience of other pupils?
- Are racist incidents reported to the governing body and local authority on a termly basis?
- Are visual displays reflective of the diversity of your school community?
- How are minority ethnic, disabled and both male and female role models promoted positively in lessons, displays and discussions such as tutorial time and class assemblies?
- Does the school take part in annual events such as Black History Month, Deaf Awareness Week and One World Week to raise awareness of issues around race, disability and gender?
- Is the school environment as accessible as possible to pupils, staff and visitors to the school?
- Are open evenings and other events which parents, carers and the community attend held in an accessible part of the school, and are issues such as language barriers considered?
- Are the accessibility needs of parents, pupils and staff considered in the publishing and sending out of information, in terms of race, disability and gender?
- Are procedures for appointment of governors open to candidates and voters who are disabled?