



Let Your Light Shine
Matthew 5:16

Equality, Diversity and Inclusion Policy and Implementation and Equality Objectives	
This policy and the objectives sit alongside the: • SEN Policy • Accessibility Plan, • Antibullying Policy, • PSHE/RSHE policy ▪ Behaviour and Discipline, including Positive Handling, ▪ Pay & Retention ▪ Safeguarding	
The policy can be found on the Team drive: policies: non-curricular policies, Equality, Diversity, Inclusion and Accessibility	
Policy Reviewed and ratified with/without changes by: FGB	
Cycle of Policy Review: Annually	Policy Ratified: March 2025

Background

Since April 2011 schools have been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the 'Equality Duty').

The Equality Duty has two parts: the 'general' duty and 'specific' duties.

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day-to-day activities impact upon pupils and staff. Schools are required to have 'due regard' to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

The two specific duties for schools aim to assist them to meet the general duty. Schools should have complied with these two duties from April 6, 2012. They are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

Having due regard means that schools must consciously think about the three aims of the Equality Duty as part of decision-making, developing and reviewing policies and how they deliver services. According to advice for school leaders and governors from the DfE: *'The duty to have 'due regard' to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications.'*

Purpose

The purpose of the statement and its associated implementation procedures is to ensure that the Academy provides a welcoming environment to all pupils, staff, parents/carers and visitors in which all people are treated equally and respectfully in line with the Equality Act 2010. Adopting and following the principles set out in this statement in all that it does will ensure that the Academy provides an environment in which every child and member of staff is encouraged and enabled in fulfilling their potential as educated, independent, compassionate members of not only the school community but the global community.

Scope

Ensuring equality in the context of school life involves all people involved in the delivery of its services, and covers areas such as:

- progress, attainment, and assessment
- behaviour, discipline, and exclusion
- pupils' personal development and pastoral care
- teaching and learning
- admission and attendance
- the curriculum
- staff recruitment and professional development
- partnerships with parents and guardians, and communities

Definitions

Unlawful behaviour includes:

- direct discrimination
- indirect discrimination
- failing to make reasonable adjustments for disabled pupils, staff or visitors
- discrimination arising from disability
- harassment related to a protected characteristic
- victimisation of someone because they have made, or helped with, a complaint about discrimination

Statement

Academy facilities and teaching practices should ensure equal access to the premises, curriculum and school life.

All staff should promote an inclusive and collaborative ethos in their classroom.

Everything the Academy does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- admissions
- the way it provides education for pupils
- how it provides pupils access to any benefit, facility or service
- excluding a pupil or subjecting them to any other detriment

The Academy is committed to:

- actively tackling discrimination, and promoting equal opportunities and good community relations
- addressing any form of prejudice and prejudice-related bullying
- encouraging, supporting, and helping all pupils and staff to reach their potential
- working with parents and guardians, and with the wider community, to eliminate discrimination, and to follow and promote good practice

- making sure our equality statement and its procedures are followed
- ensuring that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams

When formulating policies, designing and delivering its services, employing and managing staff and interacting with the local community, the Academy and all staff will follow the following principles:

Principle 1: All members of the school community, learners and potential learners, and their parents and carers, are of equal value.

Principle 2: Differences are respected

Treating people equally does not necessarily involve 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 in the kinds of barrier and disadvantage which people may face, in relation to:

1. Race
2. Religion
3. Pregnancy and Maternity
4. Marriage and civil partnership
5. Sex
6. Sexual Orientation
7. Age
8. Gender reassignment
9. Disability

Through this principle, the Academy provides equity of opportunity.

Principle 3: Positive attitudes and relationships, and a shared sense of cohesion and belonging, are fostered at all times.

Policies, procedures and activities should promote positive attitudes, good relations, positive interaction, mutual respect, an absence of harassment or discrimination, and a dialogue towards, between and within protected characteristic groups.

Principle 4: Sound equalities practices are adopted and implemented in staff recruitment, retention and development.

Policies and procedures should benefit all employees and potential employees, for example in recruitment, promotion and continuing professional development, whether or not they are in a protected characteristic group.

Principle 5: Any inequalities and barriers that already exist are reduced and removed.

In addition to avoiding or minimising possible negative impacts of policies and practices, opportunities are taken to maximise positive impacts by reducing and removing inequalities and barriers that may already exist towards, between and within protected characteristic groups.

Principle 6: Consultations on the development and review of policies and practices are wide and inclusive.

Where relevant those groups and individuals who may be affected by a policy or activity are consulted and involved in its design review.

Principle 7: Policies, activities and curriculum should benefit society as a whole, both locally and nationally.

Greater social cohesion is fostered through encouraging understanding and tolerance towards, between and within protected characteristic groups.

Principle 8: Policies and practices are based on sound evidence.

Data regarding progress towards greater equality in relevant Academy matters should be maintained and published.

Principle 9: Specific and measurable objectives are set and monitored.

Evidence of progress should be collected, reviewed and published.

Implementation

The Head Teacher is responsible for implementing the statement and in particular for

- ensuring that all staff are aware of their responsibilities and are given appropriate training and support
- taking appropriate action in any cases of unlawful discrimination

All staff must report to the Head Teacher any potential or actual instances of discrimination which they identify or witness. This includes low level concerns and unconscious bias.

Monitoring

The Senior Leadership Team and the appointed governor will carry out monitoring.

Monitoring will include:

- consideration of the day to day organisation of school life
- consideration of the social context within which education takes place within and outside the classroom
- consideration of the relationship between all members of the school community, i.e. pupils, staff parents, governors
- analysis and monitoring of data regarding progress and attainment
- ensuring that the school complies with legislation, and that this statement and its related procedures and action plans are implemented
- ensuring that courses are attended where appropriate
- class teachers recording all equality related incidents involving children on the relevant Academy data platform.
- race related allegations and incidents being reported to, recorded and monitored by the Senior Management Team and Governing Board.

Publishing equality information

- The Academy publishes its Equality Statement Information and Objectives on the Academy website.

Equality objectives

1. Improving knowledge and skills and attitudes to enable pupils to appreciate and value difference and diversity.

- Ensure that all children in KS1 know that all people should be treated equally and appreciate and value difference and diversity
- Ensure that all children in KS2 know what protected characteristics are can name at least 5 of them and explain why they are important and protected by British Law

2. Increase the number of children in receipt of pupil premium funding or on SEN Register assuming leadership positions in roles within school or participating in extra-curricular activities including musical tuition.

These two objectives are measurable and inclusive to all.

