



# **Equality Policy**

Review Cycle: 1 Year – Summer Term  
Review By: Leadership Team, Qu of Ed/HR  
Sub-Committee

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Aims; Responsibilities; Monitoring and Evaluation

### **Aim of policy:**

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

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct. This Equality Policy for Alcester Academy brings together policies for Race, Gender and Disability equality, meeting the current statutory duties in these areas.

However, it goes far beyond these strands to include sexual orientation, religion or belief, gender reassignment and every aspect which has the potential to discriminate against or to devalue any individuals within our community such as against those with special educational needs or potential language barriers.

We are committed to the elimination of all forms of unfair discrimination, victimisation or harassment and aim to promote equality for pupils/students, staff and others who use Academy facilities.

### **Aims:**

- To respond positively to the additional needs of all pupils and staff and recognise all learners are of equal value.
- To promote the development of every individual and consult them at regular stages of their learning
- To ensure that all students and staff are encouraged, and able to achieve their full potential
- To prevent any form of unfair treatment for any member of the Academy community; to include admissions, provision of education, access to any benefit, support service or facility and exclusions.
- To eliminate discrimination, harassment and any barriers to these.
- To establish an Academy community within which everyone is regarded as of equal value and enjoys mutual respect.
- To promote equality of access within our Academy and within our wider community.
- To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, individual needs and ethnic origins, sexual orientation; the Academy recognises, welcomes and respects diversity.
- To prepare pupils for full citizenship of the global community based on the values of tolerance and mutual respect.
- To provide as wide a range of educational experiences as possible.

This policy is written in the context of:

- The Equality Act 2010 (to include Public Sector Equality Duty)
- Equality Act 2006 (which introduced the gender equality duty)
- Race Relations (amendment) Act 2000
- Disability Discrimination Act 2005
- Education and Inspections Act 2006
- Education and Inspection Act 2006 (which introduced the Community Cohesion duty)
- The SEND Code of Practice 2014
- This document is also based on the Department for Education guidance: The Equality Act 2010 & Schools.

## **Responsibilities**

### **The Governing Body**

The Governing Body is responsible for:

- the Academy's compliance with Equality and Diversity legislation
- the Academy's implementation of an admissions policy which is fair and equitable in its treatment of all groups to ensure students are admitted without regard to ability, disability, gender or ethnic group
- being involved, as appropriate, in dealing with serious breaches of the policy.

### **The Headteacher and Senior Leadership Team**

It is the Headteacher's responsibility, in conjunction with the Senior Leadership Team, to:

- implement the policy and its strategies, procedures and promote key messages to staff, parents and students about equality.
- ensure that all staff receive appropriate and relevant Continuous Professional Development (CPD)
- actively challenge and take appropriate action in any cases of discriminatory practice
- deal with any reported incidents of harassment or bullying in line with guidance
- ensure fair treatment and access to services

The Headteacher will report annually to the Governing Body on the Academy's compliance with the Equality Policy.

### **All staff**

It is the responsibility of all staff to:

- be vigilant in all areas of the Academy for any type of harassment and bullying
- deal effectively with all incidents of victimisation caused by perceived differences
- promote an inclusive curriculum and whole school ethos which reflects our diverse society and challenges bias and stereotyping
- promote equality and good relations and not discriminate on grounds of age, gender, transgender, race, colour, religion, disability or sexual orientation
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

### **Parents/Carers**

- Take an active part in identifying barriers for the community within the Academy.
- Support the Academy in the aims of this policy.

### **Students**

- Support the Academy to achieve the commitment made to tackling inequality.

## **Monitoring and Evaluation**

Data will be used to monitor the attainment and progress of students by gender, additional needs, free school meals (FSM) and ethnic group, to include Pupil Premium, LAC (looked after children), adopted and Forces children. The results of review and evaluation procedures will inform planning, target setting and Academy improvement objectives.

## **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 that 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- 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

## **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 RE and personal, social, health and economic (PSHE) education through tutor time and SLDs, 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 dealing with relevant issues.
- Working with our local community such as a local faith walk 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, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

## **Relevant Academy Policies / Statements**

Policy statements for Equality, Most Able and SEND

Statements for Disability Equality, Racial Equality & Cultural Diversity, and EAL

Refer to the 'Supporting Students; with Medical Conditions Policy' for further detail around health needs.

**Signed:** \_\_\_\_\_ Headteacher

**Signed:** \_\_\_\_\_ Chair of Governors

**Date:**

(Ratified by the Full Governing Body on 4<sup>th</sup> December 2023)