



# High Crags Academy

## Equality Policy

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## Introduction

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it gathers and publishes information, and decides on specific objectives.

The model statement has been adapted slightly from one which was developed in the period 2007-08, and first published in 2009. It has been modified in the light of the Equality Act 2010, and of the general and specific duties that the Act entails. There is fuller information about the background in notes at the end.

## Legal Framework

- 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), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty under Education and Inspections Act 2006 to promote community cohesion.
- We recognise that these duties 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.

## Objectives

In fulfilling the legal obligations cited above, we are guided by nine objectives:

### Objective 1: All learners and their families/carers are valued equally.

- Irrespective of any disability
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religions or non- religious affiliation or faith background
- Whatever their sexual identity.

### Objective 2: We recognise and respect difference

Treating people equally does not necessarily mean treating them all the same. Our policies, procedures and activities must not discriminate but must never the less take account of differences of life-experiences, outlook and back ground and the barriers and disadvantages 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
- Sexual identity

### **Objective 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

Our policies, procedures and activities should promote:

- Positive attitudes towards disabled people and good relations between disabled and non-disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national status, illminating incidents considered to be prejudice or bullying
- Mutual respect and good relations between boys and girls, women and men and an absence of sexual and homophobic harassment.

### **Objective 4: We observe equal opportunities in staff recruitment, retention and development**

We ensure that policies and procedures benefit all employers and potential employees, e.g. in recruitment and promotion and in continuing professional development:

- Irrespective of disability
- 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.

### **Objective 5: We aim to reduce and remove inequalities and barriers that already exist**

We take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between any group or groups.

### **Objective 6: Consultation**

We engage with a range of groups and individuals to ensure that those who are affected by a policy, or activity, are consulted and involved in the design of policy reviews.

### **Objective 7: Society**

We intend that our policies and activities should benefit society as a whole, by fostering greater social cohesion and participation.

### **Planning/Assessment**

All curriculum subject policies are reviewed regularly in order to ensure that teaching and learning reflects our objectives

### **Ethos and organisation**

We ensure that our objectives 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

## Addressing prejudice and prejudice -related bullying

We are opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1-3:

- Prejudice around disability and special educational needs
- Prejudice 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 against travellers, migrants, refugees and people seeking asylum
- Prejudices reflecting sexism and homophobia

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## Roles and responsibilities

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.

The head teacher 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 any cases of unlawful discrimination.

Where appropriate staff, governors and visitors are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Deal with any prejudice-related incidents that may occur
- Plan and deliver curriculum and lessons that reflect our objectives
- 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

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.

All staff and governors have access to a selection of resources which promote equality, diversity and community cohesion.

## Religious observance

We respect the religious beliefs and practice of all staff and pupils complying with reasonable requests relating to religious observation.

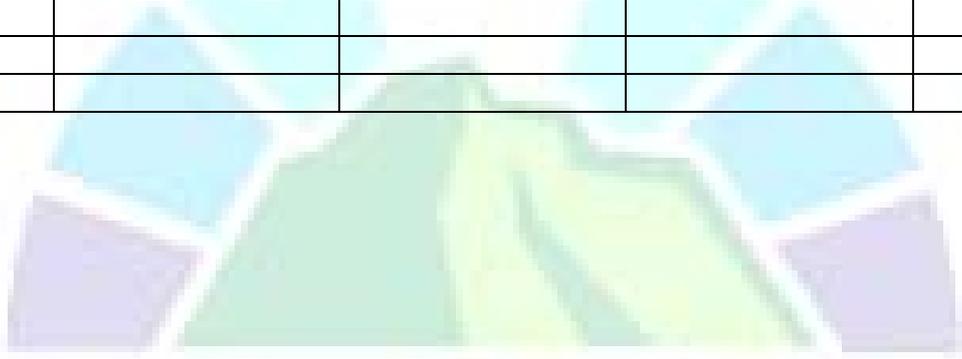
## Staff development and training

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

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Reviewed by	Reason for review	Approved by	Signatures	Date of review
Governing body				Spring 2014



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