



Market Harborough CE Academy Equality Policy

This policy replaces	Policy 2016
Date policy approved by Governing Body	May 2020
Date of next review	3 years
Reviewer	Safeguarding Governor and SLT [Inclusion Team] 3 years from the date of this policy

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1.) Our vision statement

We believe that diversity is a strength that should be respected and celebrated by all those who teach, learn and visit here. Market Harborough CE Academy seeks to foster warm, welcoming and respectful environments within the context of our Christian ethos, which allow us to question and challenge discrimination and inequality, resolve conflicts peacefully and work and learn free from harassment and violence. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and to create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same.

2.) Overall aims of our Equality Policy

Our aim is to ensure equality of opportunity for all pupils, staff, governors, parents and carers. We believe that diversity is a strength to be respected and celebrated by all those who learn, teach and visit here. We are active in broadening the horizons of our pupils through curriculum and extra-curricular experiences, in order that they may better recognise, appreciate and respect the wider world beyond our school and their own cultures

We will build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others to create a cohesive community. This policy consolidates all areas of equality into one strategic vision for the school to ensure that delivering inclusive practices are embedded in school life.

- To eliminate discrimination, harassment and victimisation.
- To promote equality of access and opportunity within our school and wider community.
- To promote positive attitudes to difference.
- To develop good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Our objective is to ensure that equality and inclusive practices are integrated into school life through:

- raising standards and ensuring inclusive teaching,
- providing our pupils with self- esteem and confidence which will enable them to fulfil their potential, regardless of gender or stereotypes,
- providing all pupils and staff with opportunities to develop tolerance, respect understanding and empathy in order to live in a diverse environment,
- enabling pupils and staff to challenge stereotypes in a constructive manner,
- ensuring equal treatment of employees, pupils and any others involved in the school community,
- our school ethos and curriculum; we want our pupils to better understand the diversity that exists in society and be able to celebrate differences. We want to

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provide opportunities for them to explore the subtleties and complexities of difference within their world in order to prevent and respond to incidents and situations.

3) Equality in policy and practice

Our academy operates equality of opportunity in its day to day practices in the following ways:

3.1) Teaching and Learning

We aim to provide all our pupils with opportunities to succeed and to fulfil their potential. To do this, we:

- use pupil achievement data to monitor attainment and progress, and if necessary, provide personalised targeted support to individuals and groups of pupils,
- are mindful of the needs, interests and potential of all pupils when planning for future learning and when setting challenging targets,
- ensure reasonable equality of access to the wider curriculum for all pupils,
- ensure our resources, teaching materials and curriculum content, reflect the diversity of our country in terms of race, gender and disability,
- actively promote attitudes, values and behaviours which challenge prejudice and discrimination of all kinds,
- provide opportunities for pupils to appreciate their own cultures and celebrate the diversity of other cultures,
- seek to involve all parents in supporting their child's education.

3.2) Admissions and Exclusions

Market Harborough CE Academy has adopted in their entirety the Local Authority School Admissions Policy, itself wholly compliant with English law. Admissions arrangements do not discriminate on race, gender, or disability grounds.

Exclusions are extremely rare at Market Harborough CE Academy and only happen strictly in accordance with the academy's Behaviour Policy and LA guidance on the exclusion of pupils. School Governors are informed of any pupil exclusion and monitor exclusion data to ensure compliance with all statutory obligations.

3.3) Equal Opportunities for Staff

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We implement all the statutory responsibilities relating to equal opportunities principles and legislation. The Governors closely monitor all aspects of staffing and employment, and with particular reference to their relation to equality and fairness. All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

3.4) Employer Duties

As an employer we have an obligation to address any discrimination in the workplace and to be scrupulous in promoting equality of opportunity for all groups in our workforce.

Actions to ensure this commitment is met include:

- In our recruitment activities, we comply fully with all Equal Opportunities legislation.
- Access to promoted posts and provision of further professional training on the basis of school need and individual aptitude.
- Governors monitor all aspects of recruitment and professional advancement.
- Governors apply all statutory and school grievance protocols and procedures in a fair, timely and transparent manner.

4.) Equality and the Law

There are a number of statutory duties that must be met by every school in line with legislation in the Race Relations (Amendment) Act (2000), Disability Equality Duty (2005) and Equality Acts (2006 and 2010).

The Accessibility Action Plan outlines the actions we will take to meet the general duties detailed below. This is a separate document.

4.1.) Race Equality

This section of the plan reflects the general and specific duties of schools as detailed in The Race Relations Act 1976 and as amended by The Race Relations (Amendment) Act 2000. The General Race Equality Duty requires us to have due regard to the need to:

- eliminate racial discrimination,
- promote equality of opportunity,
- promote good relations between people of different racial groups.

Under this specific duty we will:

- prepare an Equality Plan which includes our written policy for race equality,

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- assess the impact of our policies, including this Plan, on pupils, staff and parents by ethnicity including, in particular, the achievement levels of these pupils,
- monitor the impact that our plans and policies have on such pupils, staff and parents towards raising the achievement of minority ethnic groups.

4.2.) Disability

This section should be read in conjunction with the school's Special Educational Needs Policy and Accessibility Plan.

Definition of Disability

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

"People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience long-term and substantial adverse effect on their activities"

Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities

4.3) Legal Duties

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

4.4) Gender Equality

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male pupils and between women and men and transgender people.

Under our general duty we will actively seek to:

- Eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment.
- Promote equality between men and women.

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4.5) Sexual orientation

The Equality Act 2006 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation. The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and they make discrimination unlawful in the area of goods, facilities and services on grounds of sexual orientation. For schools this means admissions, benefits and services for pupils and treatment of pupils.

5.) Consultation and involvement

It is a requirement that the development of this plan and the actions within it have been informed by the input of staff, pupils and parents and carers. We have achieved this by using the following to shape the plan:

- Feedback from parental consultation.
- Input from staff.
- Pupil feedback from the School Council, PSHE lessons and other curriculum activities.
- Feedback at governing body meetings.

6.) Roles and Responsibilities

Our Head teacher will:

- ensure that staff, parents/carers, pupils/students and visitors and contractors are engaged in the development of and informed about the Equality Policy,
- oversee the effective implementation of the scheme,
- ensure staff have access to training which helps to implement the scheme,
- develop partnerships with external agencies regarding the policy so that the school's actions are in line with the best advice available,
- monitor the scheme and report to the Governing Body at least annually on the effectiveness of the policy,
- ensure that the Senior Leadership team (SLT) is kept up to date with any development affecting the policy or actions arising from it.

Our governing body will:

- designate a governor with specific responsibility for the Equality Policy,
- ensure that the action plans arising from the policy are part of the School Improvement Plan (SIP),
- support the head teacher in implementing any actions necessary,
- engage with parents and other agencies about the scheme,
- evaluate and review this scheme every two years,

Our Senior Leadership Team will:

- have responsibility for supporting other staff in implementing this Policy,
- provide a lead in the dissemination of information relating to the Policy,
- with the Head teacher, provide advice/support in dealing with any incidents/issues,

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- assist in implementing reviews of this scheme as detailed in the SIP.

Our school staff will: ;

- be involved in the development of the Policy,
- be fully aware of the Equality Policy and how it relates to them,
- understand that this is a whole school issue and support the Equality Policy,
- make known any queries or training requirements.

Our pupils/students will:

- be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability,
- be expected to act in accordance with the Policy,
- be encouraged to actively support the Policy.

Our parents/carers will:

- be given accessible opportunities to become involved in the development of the Policy,
- have access to the Policy through a range of different media appropriate to their requirements,
- be encouraged to actively support the Policy,
- be encouraged to attend any relevant meetings and activities related to the Policy,
- be informed of any incident related to this Policy which could directly affect their child.

Relevant voluntary or community groups and partner agencies will be expected to support the Policy

7.) Responding to equality-related incidents

We recognise that prejudice-based harassment or bullying behaviour is driven by negative assumptions, stereotypes or misinformation. These are then directed against an individual or group, based on difference (real or perceived), and linked to, for example, racism, homophobia, ageism or sexism. We recognise that we as individuals and society often struggle with difference of any kind (perceived or actual), which can result in seizing upon the most visible sign of difference e.g. skin colour or disability. We will take action to prevent, challenge and eliminate any such behaviour.

We recognise the importance of addressing the experience by understanding and needs of the victim, the perpetrator, bystanders and the wider school community through our actions and responses.

7.1) Duties

We will record all incidents that are motivated by racism and all bullying incidents and report to the Local Authority as requested. We will use this information to identify trends and

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patterns, so that we have approaches in place to provide appropriate responses in terms of support for victims and their families, sanctions and support for perpetrators and their families and education for our children, young people and communities.

We will report annually on the policy and analyse whether our policy and related objectives have furthered the aims of the general equality duty and in particular educational outcomes for all within our school community with reference to the protected groups.

7.2) Tackling Discrimination

Harassment on account of race, gender, disability, sexual orientation, religion or belief is unacceptable and is not tolerated within the school or in activities or contexts connected with the school. All staff members are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and to support the full range of diverse needs according to pupils' individual circumstances.

7.3) Reporting incidents

All discriminatory incidents or incidents of harassment or bullying are dealt with, initially by the member of staff present. All incidents are reported to the Head Teacher in a timely manner and are reported to the governing body on a termly basis.

7.4) What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation, religion or belief (or other factors such as socio-economic status) can take many forms, including verbal or physical abuse, name-calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. There are occasions where pupils unknowingly stray into behaviours that may be perceived as discriminatory (e.g. young children using words or actions the meaning of which is not clear to them). Such situations need to be dealt with reasonably and sensitively. The decision on whether to address such events as actually discriminatory is for the Head Teacher who is accountable in this to the Governors. Incidents not judged as discriminatory nevertheless need to be recorded but need not be formally reported.

7.5) Types of discriminatory incident

Types of discriminatory incidents that may occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation, gender, religion or belief,
- Use of derogatory names, insults and jokes,
- Racist, sexist, homophobic or otherwise discriminatory graffiti,
- Provocative behaviour such as wearing racist, sexist, homophobic or otherwise discriminatory badges or insignia,
- Bringing discriminatory material into school,
- Verbal abuse and threats,

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- Incitement of others to discriminate or bully due to victim's race, disability, gender, sexual orientation, religion or belief,
- Discriminatory comments in the course of discussion,
- Attempts to recruit others to discriminatory organisations and groups,
- Ridicule of an individual for difference e.g. food, music, religion, dress etc.,
- Refusal to co-operate with other people on grounds of race, gender, disability, sexual orientation, religion or belief.

7.6) Responding to and reporting incidents

All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school.

The procedure for dealing with incidents is:

- Record the details of the incident on the appropriate form,
- Note any action taken to address issue with individuals as necessary (disciplinary and/or pastoral),
- Whole-school action as necessary,
- Incidents to be reported to Governing body termly by the Head Teacher,
- Response to perpetrator and family,
- Response to victim and family,
- Member of staff to investigate further (if incident reported) or challenge behaviour immediately and inform the Head teacher of the incident.

8.) Implementation, monitoring and reviewing

Implementation, monitoring and review are the responsibility of our Academy Leadership Team and our governors who have agreed and published this policy which sets out our priorities and supports these within the detailed action plan. This policy was up-dated in March 2020. It will be actively promoted and disseminated.

- Website
- Parent group(s)
- School council
- Assembly (pupil understanding equality)
- Staff e mail
- Governing body

9.) Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with, in the first instance by the class teacher. If the issues are not resolved parents/carers

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should inform the Head teacher. The Governing Body may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

See also the following policies:

SEND Policy

Inclusion

Anti-Bullying Policy and Peer on Peer Abuse Policy

Complaints policy

This policy will next be reviewed in 2023

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Appendix A

ENSURING EQUALITY OF OPPORTUNITY AND PARTICIPATION

The school will ensure that:

- Pupil achievement is monitored by race, gender and additional needs and any trends or patterns in the data that may require additional or remedial action attract a timely and effective response.
- All staff are aware of the school's Equality plan.
- The talents of disabled pupils are recognised and represented in Gifted and Talented provision, and representation in any provision fully reflects the school population in terms of race and gender.
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council (by election or co-option); class assemblies; fund raising etc.
- The school will ensure that it takes all reasonable steps to ensure that the children with disabilities can take part in all aspects of the curriculum, including educational visits and journeys, lunchtime activities, PE dance and assemblies.
- After school provision will take reasonable account of all pupils needs within the context of this policy. After school club staff will know and follow all aspects of the school's anti-discrimination policy and practice as detailed in this document.
- Staff, pupils, parents and carers will continue to be involved in the future development of the Equality Plan through input and feedback from surveys, staff meetings, School Council meetings, Parents evenings, etc.

The school will provide:

- Additional support for pupils who under-achieve in order that they make progress in their learning and their personal well-being.
- Additional support for parents of under-achieving children (e.g. reporting progress; discussing needs).

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