

# **GOLDINGTON GREEN ACADEMY**



## **Equity Policy**

### **Statement of Intent**

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics. Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential. Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers we aim to develop a school culture that positively values diversity. We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate. Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

### **Safeguarding**

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in

place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

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 a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and how it fulfils the specific duties to publish information and evidence. This policy has been modified in the light of the Equality Act 2010, and of the general and specific duties that the Act entails.

### **Legal framework:**

1. 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.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We also welcome our duties under the Gender Recognition Act 2004 and the Human Rights Act 1998 to ensure that our school is Inclusive and welcoming to all.
3. 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. Guiding principles
4. In fulfilling the legal obligations cited above, we are guided by nine principles:

### **Principle 1: All learners are of equal value.**

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

### **Principle 2: We recognise and respect difference.**

Treating people equally (Principle 1 above) 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

- 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. We also recognise the rights of transgender and non binary individuals and do all we can to ensure all

individuals are welcome. For example, avoiding gender specific activities and providing gender neutral toilet facilities.

- religion, belief or faith background
- sexual identity.

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

We intend that our policies, procedures and activities should promote:

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

**Principle 4: We observe good equalities practice in staff recruitment, retention and development.**

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- 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.

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist.**

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men and those with a transgender or non binary identity.

**Principle 6: We consult and involve widely.**

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 new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys and those who identify as transgender or non binary, or any other gender identify
- LGBTQI people as well as straight

### **Principle 7: Society as a whole should benefit.**

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys, and those of all gender identities.
- LGBTQI people as well as straight.

### **Principle 8: We base our policies and practices on sound evidence.**

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives. Evidence relating to equalities is integrated into our self-evaluation documentation.

### **Principle 9: Measurable objectives**

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8). The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan. We keep our equality objectives under review and report annually on progress towards achieving them as part of the relevant Headteacher's report.

### **The curriculum**

- We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.
- All subject leaders and the Inclusion Team monitor the curriculum to ensure that all pupils have equal access to opportunities to participate in, and experience a range of sports, arts and curriculum subjects. It is a whole school ethos to ensure that all pupils are included and that SEND needs, Religious and cultural traditions are respected to enable every individual to participate. This means that additional support or resources may be deployed to enable this.

### **Ethos and organisation**

- We ensure the principles listed above 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**

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3 of the Legal Framework referred to above:

- prejudices around disability and special educational needs
- prejudices reflecting sexism and homophobia.
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with by senior staff, the Deputy Head keeps records of prejudice-related incidents and provides 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 adopted and reviewed regularly. The Headteacher 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. The Deputy Head has day to day responsibility for coordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula that reflect the principles above.
- 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 regular training and a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **Religious observance**

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

## **Breaches of the policy**

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

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

**Reviewed date: November 2020**

**Next review date: April 2024**

**Approved by Staffing Governors Date: 3.11.2020**

**Staff responsible: Rachel Clay**

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**Background and acknowledgements**

1. In its overall framework this model policy on all equalities in education is based on the race equality policy that Derbyshire developed in response to the Race Relations Act 2000, and that was included in *Here, There and Everywhere: belonging, identity and equality in schools* published by Trentham Books in 2004.
2. The model statement takes into account guidance issued by several other local authorities, including Buckinghamshire, Cambridgeshire, Dudley, Durham, Hertfordshire, Newcastle, Sheffield and Somerset.