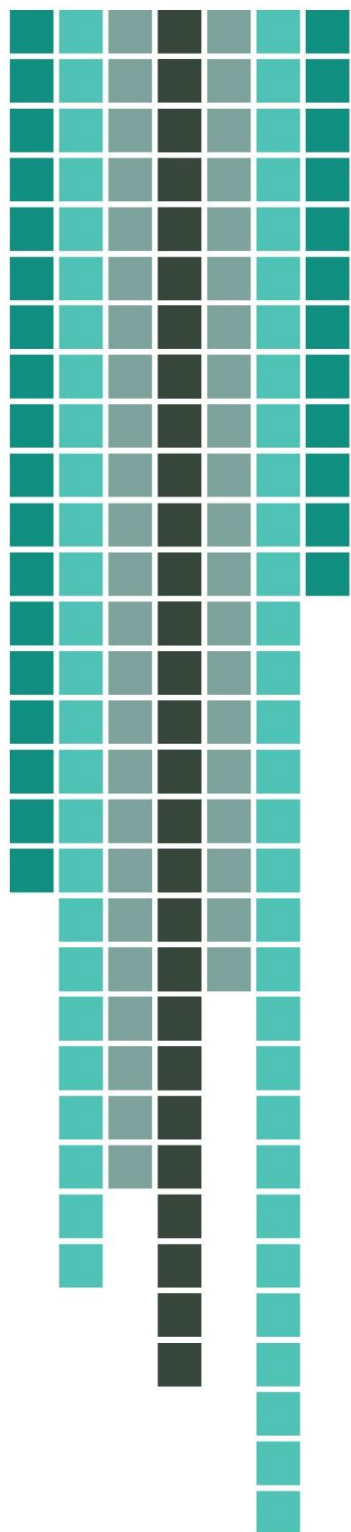




Eggar's School

Equalities Policy



To be read in conjunction with the
Eggar's School
Equality, Information & Objectives Statement

Reviewer	Head Teacher
Review date	Feb 2021
Next review date	Feb 2025

INTRODUCTION

We welcome our duties under the Equality Act 2010 as both a provider of education and as an employer. We believe that all students and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. We recognise that equality will only be achieved by the whole school community working together – our students, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our school community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the Employment Equality Policy.

EGGAR'S SCHOOL'S EQUITY AIMS

The general equality aims of Eggar's School are to:

- Promote good practice in equality of opportunity in the organisation's activities.
- Ensure that the organisation's commitment to equality is widely known, understood and communicated.

Our specific equality aims are to work with our students, employees, parents, contractors and key stakeholders:

- as a school, to provide an outstanding education which meets the needs of all our students and enables all to achieve success.
- as an employer, to have a workforce which is representative of the community we serve; to value and use the diversity of its staff; to strive to be a place where people want to work; to be a leader in good practice in this area; to ensure fair treatment and equality of opportunity for all and to recruit the best person for the job based on careful analysis of job requirements and performance.
- as a community leader, to champion equality of opportunity, challenge all forms of discrimination and contribute to making the local community a place where people live together safely in peace, respect and friendship.
- as a major procurer and commissioner of services, to use our spending power wherever possible to influence other organisations in promoting equality of opportunity.

OUR CONTEXT

We are a mixed semi-rural comprehensive school with nearly 900 students aged between 11 and 16. Our learners are characterised by having a wide breadth of attainment within each cohort.

The socio-economic background of most of our students is favourable, although a significant minority do not have some of the advantages of their peers.

The school has a local authority Resourced Provision for 18 students with a specific learning difficulty (SpLD) – in our case, dyslexia. These students are fully integrated into the heart of the school and attend all but a very few mainstream lessons.

NATIONAL AND LEGAL CONTEXT

- 1.1 This policy has been prepared to meet Eggar's responsibilities under:
 - 1.1.1 Equality Act 2010.
 - 1.1.2 Education (Independent School Standards) Regulations 2014.
 - 1.1.3 Education and Skills Act 2008.

- 1.1.4 Children Act 1989.
- 1.1.5 Childcare Act 2006; and
- 1.1.6 Children and Families Act 2014.
- 1.2 This policy has regard to the following guidance and advice:
 - 1.2.1 Equality Act 2010: explanatory notes (2010);
 - 1.2.2 Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015);
 - 1.2.3 Technical guidance for Schools in England (Equality and Human Rights Commission, July 2014);
 - 1.2.4 The Equality Act 2010 and Schools: departmental advice for School leaders, Academy staff, governing bodies and local authorities (DfE, May 2014);
 - 1.2.5 Working together to safeguard children (HM Government, March 2015)
 - 1.2.6 Keeping Children Safe in Education (HM Government, September 2018).

This policy should be read in conjunction with other school policies:

- 1.2.7 Admissions.
- 1.2.8 Behaviour/Discipline/Exclusions.
- 1.2.9 Academy rules.
- 1.2.10 Uniform policy.
- 1.2.11 Anti-bullying policy.
- 1.2.12 Disability policy.
- 1.2.13 Accessibility plan.
- 1.2.14 Special educational needs policy.

PRINCIPLES

To fulfil our legal obligations, we are guided by a number of principles:

1. All students, families and staff are of equal value

Eggar's School sees all students, potential students, their parents and carers, and staff 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 and non-religious affiliation or faith background.
- Whatever their sexual orientation.
- Whatever their marital status.
- Whether they are currently pregnant or have recently given birth.
- Whatever their age.
- Whether or not they have refugee or asylum status.

2. We recognise and respect difference

We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of diversity and the kinds of barriers and disadvantage that staff, parents/carers or students may face in relation to their protected characteristics:

- 1.2.15 Disability/Gender reassignment/Pregnancy and maternity.
- 1.2.16 Race.
- 1.2.17 Religion and belief (including lack of religion or belief).
- 1.2.18 Gender.
- 1.2.19 Sexual orientation and (in the case of adult members of the Academy community).
- 1.2.20 Marital or civil partnership status; and
- 1.2.21 Age.

The Academy also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language.

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 and interaction between groups and communities different from each other.
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4. We observe good practice with regards to equality for staff

We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e., from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, considering aspects applicable to particular groups (e.g., duty to make reasonable adjustments for disabled staff).

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

We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

6. We consult and involve to ensure views are heard

In our development of policies, we engage with groups and individuals, including students who are affected by a policy or activity, to ensure that their views are considered.

7. We aim to foster greater community cohesion

We intend that our policies, activities and curriculum will foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

8. We base our practices on sound evidence

We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010.

9. We set ourselves specific and measurable equality objectives

We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix A to this policy statement and consider both national, county and school level priorities.

We will set ourselves new objectives every four years but keep them under review.

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 and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Head Teacher is responsible for the implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:

- promote an inclusive and collaborative ethos in their practice.
- deal with any prejudice-related incidents that may occur.

- plan and deliver curricula and lessons.
- support those in their class who have additional needs.

APPENDIX A

Equality Information and Objectives Statement 2021 – 2023

The Statutory Public Sector Equality Duty requires public sector bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it, and
- Foster good relations between people who share a protected characteristic and people who do not share it.

To support these aims, Eggar's School is required to prepare and publish one or more specific and measurable Equality Objectives.

1. To further improve Teaching and Learning in support of all student progress including those identified as Disadvantaged and boys identified as low attaining on entry to the school.
2. To monitor and promote the well-being of student and staff in all aspects of school life. This includes the monitoring of student attendance and engagement with further improved communication structures including Home Learning including those with Pupil Premium status.
3. To further improve achievement and attainment in Literacy and Numeracy for those most disadvantaged using resources provided by the National Tutoring and Catch-Up programmes.
4. To further enrich the experiences of all students in our community with Eggar's Experience and Student Leadership Programmes including the most vulnerable and disadvantaged.