

Highwoods Academy

Single Equality Policy 2017

Introduction

This policy reflects the Equality Act 2010 (last update June 2015). This Act replaces previous anti-discrimination laws with a single Act, making the law easier to understand. It sets out the different ways in which it's unlawful to treat someone.

The Equality Act covers all equality strands (see below). Through this policy, we will fulfil our public duty to:

- have regard to the need to eliminate unlawful discrimination;
- advance equality of opportunity;
- foster good relations

The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors and visitors.

Legal framework

There are nine equality strands identified in the Equality Act 2010 (known as Protected Characteristics, see Appendix I for definitions):

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion and belief;
- gender;
- sexual orientation

We will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Good Practice

- I. We strive to achieve a cohesive community and expect that children respect one another and behave with respect to one another, and that their parents feel fully engaged in the school.

- II. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
- III. We support 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. Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
- IV. We maintain a log of all racist incidents and report them to the LA. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics. We also monitor and log all bullying incidents.

Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by eight key 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.

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. 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.

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

Activities promote positive attitudes, good relations and mutual respect.

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

All employees and potential employees benefit from good equality practice in recruitment, promotion and in continuing professional development.

Principle 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.

Principle 6: We consult and involve widely

The views of governors, employees, parents/carers and pupils are taken into account when reviewing policies.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above.

Principle 8: Society as a whole should benefit

Activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion and greater participation in public life.

Arrangements, Roles and Responsibilities

The equality employment information will be monitored and reported to the Governing Body as required.

Curriculum

- Curriculum information will also be evaluated and adjustments made as appropriate to ensure that equality groups are supported positively.
- All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
- When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

Staff and Governors

- 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 Curriculum Committee of the Governing Body has the role of monitoring the implementation of this policy.
- 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.
- All members of staff are expected to adhere to this policy and promote equality and inclusion in their classrooms, amongst colleagues and with visitors to the school.
- All staff and Governors have access to training and a selection of resources which discuss and explain the concepts of equality, diversity and community cohesion.
- All staff and Governors will exercise their Child Protection/Safeguarding responsibilities in relation to equality matters and ensure that any bullying or challenging of Human Rights is addressed immediately.
- We are opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community.

Adopted: Summer 2017

Review: Summer 2019

Appendix I - Protected Characteristics - Definitions

Age

Where this is referred to, it refers to a person belonging to a particular age or range of ages.

Disability

A person has a disability if/s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

The process of transitioning from one gender to another.

Marriage and civil partnership

Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

Religion and belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

Male or a female.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.