

Equality Policy Statement

Since the **Equality Act 2010** came into effect in April 2011, there has been no statutory requirement for schools to publish formal equality schemes or policies. However, it remains good practice for schools to articulate a commitment to equality and inclusivity. This includes making a statement about how the school reviews and addresses the impact of its policies and practices on equality and fulfils the legal duties to publish information and evidence to promote equality.

This statement has been adapted to reflect recent legislative updates, including the **Keeping Children Safe in Education (KCSIE) 2024** guidance and other UK-wide legal requirements around equality, diversity, and safeguarding.

Legal Framework

We are committed to our duties under:

- The **Equality Act 2010**, which mandates the elimination of discrimination, the advancement of equality of opportunity, and the fostering of good relations in relation to age, disability, ethnicity, gender (including transgender identity, pregnancy, and maternity), religion or belief, and sexual orientation.
- The **Education and Inspections Act 2006**, requiring schools to promote community cohesion.
- The **Keeping Children Safe in Education (KCSIE) 2024**, which underscores the importance of safeguarding within the context of equality and diversity.
- Relevant international human rights standards, including 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

In fulfilling our legal obligations, we adhere to the following principles:

Principle 1: All learners are of equal value. We value all learners and potential learners, along with their parents and carers, equally, regardless of disability, ethnicity, culture, gender identity, religious belief, or sexual orientation.

Principle 2: We recognise and respect difference. While we treat all people equally, we acknowledge that achieving equality does not mean treating everyone the same. We make adjustments to address:

- Disabilities by ensuring reasonable adjustments are made.
- Ethnic and cultural backgrounds by respecting diverse perspectives and recognizing experiences of prejudice.
- Gender identities by understanding the differing experiences and needs of individuals.
- Religious beliefs and faith backgrounds.
- Sexual orientation and gender identity.

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

Our policies promote:

- Positive attitudes toward disabled people and good relations between disabled and non-disabled individuals.
- Constructive interactions across different ethnic, cultural, and faith groups, aiming to eliminate prejudice and bullying.
- Mutual respect and the prevention of gender-based, sexual, and homophobic harassment.

Principle 4: We observe equalities practice in recruitment, retention, and staff development. We aim to ensure fair and supportive practices in recruitment and development for all employees, regardless of age, disability, ethnicity, gender, and sexual orientation.

Principle 5: We aim to reduce and remove inequalities and barriers. We actively seek to identify and address existing inequalities, fostering equality between:

- Disabled and non-disabled people,
- People of varied ethnic, cultural, and religious backgrounds,
- All genders and identities.

Principle 6: We consult and involve widely. We consult a diverse range of groups, ensuring that the voices of those impacted by policies are included, such as people with disabilities, ethnic and cultural minorities, and LGBTQ+ individuals.

Principle 7: Society as a whole should benefit. Our policies contribute to broader social cohesion and inclusivity within the community.

Principle 8: We base our policies and practices on evidence. We gather and publish data that demonstrate compliance with the public sector equality duty (PSED) set out in the Equality Act 2010, using this evidence to inform specific, measurable objectives.

Principle 9: Measurable objectives. We formulate and review measurable objectives that reflect local and national priorities, integrating them into our school improvement plans.

The Curriculum We review each curriculum subject to ensure it upholds the principles above, fostering a culture of inclusivity and respect in teaching and learning.

Ethos We commit to applying these principles across our practices, including but not limited to:

- Pupil progress and well-being,
- Staff recruitment and development,
- Admissions, behavior, discipline, and exclusions,
- Partnerships with parents, carers, and the wider community.

Addressing Prejudice and Bullying We do not tolerate any form of prejudice, including but not limited to:

- Discrimination against disabilities and special educational needs,
- Racism and xenophobia, such as antisemitism, Islamophobia, or biases against migrants and refugees,
- Sexism and homophobia.

Roles and Responsibilities

- **The Head** is responsible for policy implementation, staff awareness, and taking appropriate actions in cases of discrimination.
- **All staff members** promote an inclusive ethos, address prejudice-related incidents, and ensure that their teaching supports equality.

Religious Observance We respect and accommodate reasonable requests for religious observance.

Breaches of Policy Breaches of this policy are addressed in line with standard school procedures.

Review This policy is reviewed annually to ensure it reflects current legislation and the needs of the school community.

Version	Date	Description	Initials
1	30/06/17		TW
2	30/06/18	Revised and Updated	TW
3	11/11/24	Minor changes to language	TW