

Stanstead Flying High Academy



Equality Policy 2023-2024

Issued October 2023
To be reviewed September 2024

GUIDING PRINCIPLES – Equalities

In fulfilling the legal obligations cited below, 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.
- 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 and homophobic 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:

- 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.

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 girls and boys.
- LGBT people as well as heterosexual people.

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, girls and boys.
- LGBT people as well as heterosexual people.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability.
- Ethnicity, religion and culture.
- Gender.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7), in relation to:

- Disability.
- Ethnicity, religion and culture.
- Gender.

We recognise that the actions resulting from a policy statement such as this are what make a difference. Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

SCHOOL CONTEXT

Stanstead Flying High Academy has a mixed catchment. The children are drawn from the Rise Park, Top Valley and Bulwell areas. The children are of mixed social backgrounds, ethnicity and ability.

MISSION STATEMENT

We are committed to ensuring this policy is actively implemented and is focussed on achieving positive outcomes. This policy underpins the equality statements in our existing school policies. It is brought to the attention of all staff and Governors and is displayed on our school website.

LEGAL FRAMEWORK

This policy has been developed in response to the Equality Act 2010 and replaces all previous policies relating to Race Equality, Gender Equality and Disability Equality. This policy has been developed to help us to meet the duty to:

- Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct
- Advance equality of opportunity between those who have a protected characteristic and those who do not
- Foster good relations between those who have a protected characteristic and those who do not

THE CURRICULUM/TEACHING AND LEARNING

Equality and diversity will be as embedded as far as is possible in all areas of the curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. It will make a commitment to ensure resource materials reflect both the diversity of the school, local community and wider society as a whole. Attainment and achievement data will be collected at least twice yearly and this will be used to inform planning and provision to support individuals and groups of pupils.

ETHOS AND ORGANISATION

Equality and diversity principles will run through all our day to day practices and be embedded in all our policies. With particular reference to:

- Admissions, induction and attendance
- Pupils' progress, attainment and achievement
- Pupils' personal development, welfare and well-being (linking to anti-bullying and safeguarding)
- Care, guidance and support
- Parental/carer involvement
- Working with the wider community and community cohesion
- Behaviour, discipline and exclusions (linking to SEAL)
- Teaching styles and strategies
- Staff recruitment, retention and professional development
- Inclusion (linking to curriculum, participation etc.)

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING

It is the school's legal obligations to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals.

We take our obligations seriously and deal with incidents of bullying, hate incidents and prejudice through our behaviour policy and anti bullying policy. Racial incidents are reported in Governors meetings and are documented in line with their procedures. Staff are adequately trained to deal with such incidents.

ROLES AND RESPONSIBILITIES

The governing body is responsible for ensuring the school complies with the legislation, and that the policy, the school's practice and related procedures. They will also see that Policies are regularly reviewed and monitored.

A member of the governing body will have particular responsibility for this area of work.

The Head Teacher is responsible for the overall implementation of the policy on a day to day basis. The Head teacher is also responsible for taking appropriate action in any cases of unlawful discrimination; and for ensuring that **all** staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.

All staff have a responsibility to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of the school through their actions. They should undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They should know how to respond to and deal with any prejudice-related incidents which occur.

Data will be collected and published to the relevant bodies.

Examples of the type of information collected and published are:

- Annual attainment data
- Racist incidents data
- SEND attainment data
- Ethnic minorities attainment data
- Behavioural data (Analysis of our behaviour logs, suspensions and exclusions). We will use this data to inform policy and practice and the setting of your equality objectives.

STAFF DEVELOPMENT AND TRAINING

Staff will have their professional development needs met in relation to this agenda. They will be kept up to date with mandatory training.

BREACHES OF THE POLICY

Concerns/complaints about the implementation of this policy or any infringement of it will be dealt with through our complaints procedures. A copy of which is available on our school's website.

MONITORING AND EVALUATION

The impact of the policy will be measured through school self evaluation and through policy and practice reviews.

DATE OF APPROVAL BY GOVERNING BODY: