

# **Salendine Nook High School (Academy)**

## **Equality Policy (Non-Statutory)**

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<b>Produced by:</b>	<b>Mrs S Johnson</b>
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## **Introduction**

Salendine Nook High School and the Governing Body are committed to fulfilling its statutory duties under the Equality Act 2010. The policy sets out how we have due regard for the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunities for students, staff and others using school facilities
- Foster good relations.

The Policy incorporates and therefore replaces previous possible sector equality duties such as the Schools Disability Equality statement, Equal Opportunities Policy and its Race Relations Policy.

The policy encompasses the following protected characteristics:

- Disability
- Gender
- Age
- Ethnicity and race
- Gender identity and reassignment
- Religion and belief
- Sexual orientation
- Pregnancy and maternity
- Marriage and civil partnerships

SNHS's single Equality Policy follows the Department of Education guidance and complies with equality and diversity legislations.

### **We aim to:**

- Recognise, respect and value diversity
- Promote equality by encouraging staff and students to challenge prejudice, intolerance and stereotyping
- Foster positive attitudes and relationships
- Participate in good equality practice, including staff recruitment, retention and development.
- Reduce existing inequalities.
- Take seriously any complaints of discrimination, harassment or victimisation

### **To achieve our aims, we will:**

- Share our policy with staff, students, parents /carers and governors.
- Reinforce our ethos of the value we place upon equality and diversity.

- Analyse data to ensure compliance with legislation.

- Challenge inappropriate behaviour that does not fulfil any equality commitment.

### **Success criteria**

- Students are aware of the impact of prejudice & understand their responsibility to prevent it
- Staff are aware of the Single Equality Policy
- Data is collated and analysed to monitor equality
- Incidents are logged and reported.

### **The curriculum, ethos and organisation**

Our curriculum is reviewed regularly in order to ensure that teaching and learning reflect the above principles. Further, these principles will apply to the full range of our policies and practices, including those that are concerned with:

- students' progress, attainment and achievement
- students' 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**

SNHS is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above. These include:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islam phobia, and those that are directed against Travelers', migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

There is guidance in the appropriate policies on how prejudice-related incidents should be identified, assessed, recorded and dealt with e.g. Anti-Bullying Policy.

## **Roles and responsibilities**

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures are implemented. A member of the governing body has a watching brief regarding the implementation of this policy.

The Principal 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.

A senior member of staff 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, and report, any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles stated above
- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Students are expected to:

- treat each other with respect and courtesy
- explore diversity with a healthy and positive approach,
- value diversity,
- speak out if they witness or are subject to any inappropriate language or behaviour or feel that they have been treated unfairly.

## **Information and resources**

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

## **Disability**

The school is responsible for ensuring that disabled students are not treated less favourably due to their disability; the school needs to ensure reasonable adjustments are made for disabled students, so that they are not at a disadvantage in terms of access to the buildings & the curriculum. An accessibility plan is available to show the schools strategy to increase access to school education for disabled students.

We are responsible for supporting staff with disabilities. Staff are asked to identify any barriers that affect them and how we can plan together to overcome them. The information is

recorded in the personnel records.



## **Religious observance**

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

## **Staff development and training**

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

## **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 Principal and governing body.

## **Monitoring and evaluation**

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.

The Governor Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.