



## EQUALITY POLICY AND PRINCIPLES

Created: June 2012

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Responsible Governor:

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Next Review due: July 2025

Review	Date of Approval	Version Approved	Approved by	Comments and amendments
July 2019	16/07/19	V1	Finance Committee	No updates required
July 2022	05/07/22		FGM	Amendments
July 2026				

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## 1.0 Introduction

Netherhall Learning Campus welcomes its duties under the Equality Act (2010) Specific Duties) Regulations 2011.

The Equality Act establishes 9 protected characteristics which apply to schools. Only the first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership
- Age

## 2.0 Public Sector Equality Duty (2011)

### 2.1 Public Sector Equality Duty (2011)

This policy sets out how Netherhall Learning Campus has paid due regard to the need:

- to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### 2.2 Specific Duties under the Public Sector Equality Duty

- To publish information which demonstrates our compliance with the need to have due regard for the three aims of the General Duty
- To prepare and publish specific and measurable objectives which we will pursue over the coming years to achieve the three aims

This scheme sets out the steps the Governing Body will take that will result in improved outcomes for all members of the school community in all aspects of school life, taking positive action to promote equality.

### 2.3 Definition of 'due regard' and how we aim to comply with the principles of the general duty

1. While making a decision that might affect an equality group, the decisionmaker must have regard to the three aims of the Act at the time. This cannot be done in retrospect, nor can it be delegated
2. The duty will be exercised with rigour and with attention to relevant evidence, including that derived from consultation with staff and the wider community
3. The duty is continuing, so we will revisit it and bear it in mind constantly
4. We will keep records to show that the equality duties have been considered on each occasion

### 3.0 School Ethos, Vision and Values

#### 3.1 School Ethos

At Netherhall Learning Campus we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, with a particular focus on those who share a protected characteristic. We recognise that treating people equally does not necessarily involve treating them all the same. We aim to include a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The equality policy underpins the inclusive ethos of all school policies, working together to ensure all individuals achieve their potential and value themselves and their place in society.

#### 3.2 What we already do

In order to comply with the public duty we have the following procedures in place to ensure that we consider the needs of all of our pupils in everything we do.

- i) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
  - We gather information from a range of sources when a pupil enters the school, e.g. family, child, and previous school in order to ensure the best provision if offered.
  - We track student's provision and progress in order to promote a positive experience across the Campus where individuals feel valued and safe.
  - Challenge and eradicate discrimination, for example, by acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying
  - Give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community.
  - Working in partnership and consulting with pupils, parents, staff, stakeholders and the wider community to develop good practice and lead the equality agenda within our community
- ii) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it we promote equality, for example by assessing the impact of our policies on different groups.
- iii) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

- We build and maintain positive and effective relationships in order to promote inclusion in all areas of the Learning Campus.
- We review and evaluate the effectiveness of our school provision by working in collaboration and inline with Equality Ac to ensure all individuals are entitled to a full and fair experience.
- We promote community cohesion, for example, through working with a range of agencies to offer services and support to the wider community.

### 3.3 Practice

#### a) Curriculum:

We will use the Curriculum to teach tolerance and opportunities across all subjects to support pupils in valuing cultural diversity and understanding.

We are committed to identifying cultural awareness issues across the curriculum, and to maximising opportunities both within and outside the classroom to promote greater understanding and to lead pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities, according to their maturity.

More specifically, there are regular opportunities available through Personal, Social and Health Education (PSHE), Citizenship and Personal Development (PD) to prepare pupils to meet their responsibilities as citizens in a multicultural society.

Within this context the school will continue to teach pupils the difference between right and wrong and the need to respect one another as well as themselves. We will seek to promote racial harmony, prepare pupils for living in a diverse and increasingly inter-dependant society and specifically to address racism, sexism and other forms of discrimination.

The RE curriculum is also key in enabling pupils to gain insights into the origins and practices of their own cultures, and into those of the wider community. Various trips over different year groups allow first-hand experience of different cultures and beliefs.

All teachers are expected to respect the rights of others and to respect those with different beliefs: expressing a personal view in an unprofessional way would be considered inappropriate.

#### a) Social Inclusion:

As an inclusive School, Senior Managers and the Governing Body will seek to ensure that:

- all pupils achieve as much as they can, and derive maximum benefit, according to their individual needs, from what the School provides;

- pupils, or groups of pupils, who are underachieving are identified and strategies are put in place to increase their rate of progress;
- differences between pupils, or groups of pupils in terms of achievement, teaching and learning, and access to curricular opportunities can be explained, founded on the effective use of relevant data;
- there is a continuous system of monitoring, evaluating and reviewing the strategies implemented, including tracking the progress of individual pupils;
- account is taken of pupils' views as we seek to remove barriers to attainment and progress.

### 3.4 Incident Reporting:

All incidents which appear to have discriminatory or sexual connotations are to be reported to the Principal, Pastoral Teams and/or the Designated Safeguarding Lead at the earliest opportunity. A written record will be made of each instance and this will be logged through CPOMs.

### 3.5 Responsibilities:

#### Employer Responsibilities

The School has in place a number of personnel policies and procedures which meet our legal responsibilities and promote good practice in the area of equal opportunities, including:

- recruitment and selection procedures;
- a Code of Conduct for School-based staff;
- induction arrangements for staff newly appointed to the school.

Our staff management and in-service arrangements take into account the need to identify and meet staff training needs through access to good quality training and opportunities to exchange good practice. This includes dealing with racial equality and racist issues appropriately.

#### Governing Body Responsibilities

The Governing Body will ensure that:

- all staff understand and implement this policy;
- staff training needs on anti-racism are met;

- the policy is communicated to visitors, contractors, service providers and others associated with the school;
- it is made aware of racist incidents

#### 4.0 Impact Assessment

In order to ensure that our current provision and procedures comply with the requirements of the Equality Act we have carried out a review of all aspects of school life with regard to the protected characteristics by means of an Equality Impact Assessment.

All school leaders/managers have carried out an equality impact assessment of their area of responsibility for activities both within and beyond the school day (see appendix).

Any gaps in provision and practice that are identified form part of an action plan (see action plan – appendix).

Our future intention is to use an Equality Impact Assessment when we intend the following actions:

- to introduce new provision or practice  to change or reduce provision or practice  
 to remove provision or practice.

#### 4.1 Consultation

Netherhall Learning Campus recognises the importance of taking account of people's differing experiences, needs and histories, and of the differing challenges and barriers which they may face. Bearing in mind the protected characteristics, consultation with those we have identified as likely to be affected forms part of every Equality Impact Assessment. Primarily we consult with pupils. However we also consult with parents/carers, staff, governors and other school users when appropriate. We consult in the following ways:

- We ensure that our school council is representative of all equality groups
- We meet pupils individually to discuss their needs and progress in the following ways:
  - During class time
  - Planned meetings to review and reflect upon progress
  - Regular liaison with parents, phone calls, meetings
  - Parent review days

#### 4.2 How we measure the impact of any changes

We monitor the ongoing impact of these changes on those who may be affected in the following ways:

- Tracking of pupil achievement across the school with an additional focus on equality groups
- Pupil surveys that demonstrate emotional health and well-being, engagement and involvement in all aspects of the school environment
- Student voice

- Half term tracking of progress in all lessons/subject areas with an additional focus on equality groups

#### 4.3 Publication and Review

The specific duties under this Act require us to be open and transparent about all our decision-making processes, intentions and results.

We record the results of our equality impact assessment and action taken. We review and publish this information and its impact on our pupils through:

- An annual report to the Governing Body
- A report on the school website
- Meetings with parents to share policy guidelines

#### 5.0 Conclusion

This policy has been written as a joint Campus Policy. It is to be read in conjunction with the Teaching and Learning Policy, Spelling Policy, Handwriting Policy, Home Learning Policy, Behaviour and Rewards Policy, Assessment for Learning Policy and Display Policy.

#### 6.0 Approval by the Governing Body and Review Date

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting

Policy approved: \_\_\_\_\_

Date: \_\_\_\_\_

Date of Policy review: \_\_\_\_\_