Equality Statement

Legal Framework

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity, and foster good relations about age (as appropriate), disability, ethnicity, gender, religion, and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- We recognize these duties are essential for achieving positive outcomes for children, as reflected in the **Children and Families Act 2014**, the **SEND Code of Practice 2015**, the **Keeping Children Safe in Education 2023** guidance, and the **Human Rights Act 1998**.
- The Equality Act 2010 replaced the Race Relations Act, Disability Discrimination Act, and Sex Discrimination Act. It protects everyone in England and Wales, so it applies to all schools, regardless of type.

Guiding Principles

In fulfilling the legal obligations cited above, we are guided by eight 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 have a disability
- 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 or orientation

Principle 2: We recognize 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 in life experience, outlook, and background, and in the kinds of barriers and disadvantages 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 recognized
- Gender, so that the different needs and experiences of the different genders are recognized
- Religion, belief, or faith background
- Sexual identity or orientation

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 and an absence of harassment of people who have disabilities
- 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 the different genders, 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 benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they have disabilities
- Whatever their ethnicity, culture, religious affiliation, national origin, or national status
- Whatever their gender and sexual identity, 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 minimizing possible negative impacts of our policies, we take opportunities to maximize positive impacts by reducing and removing inequalities and barriers that may already exist between:

- People who have disabilities
- People of different ethnic, cultural, and religious backgrounds
- Different genders

Principle 6: We consult and involve widely.

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We seek consultation and invite involvement from:

- Those who have disabilities
- People from a range of ethnic, cultural, and religious backgrounds
- People of different genders
- People of different sexual orientations

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:

- Those who have disabilities
- People of a wide range of ethnic, cultural, and religious backgrounds
- People of different genders
- People of different sexual orientations

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

We recognize that the actions resulting from a policy statement such as this are what make a difference. Every four 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.

The Curriculum

- We keep each curriculum subject or area under review to ensure that teaching and learning reflect the eight principles set out above.

Ethos and Organisation

- We ensure the principles listed above apply to the full range of our policies and practices, including those concerned with:
    - Pupils' progress, attainment, and achievement
    - Pupils' 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

- The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:
    - Prejudices around disability and special educational needs
    - Prejudices around racism and xenophobia, including those directed towards religious groups and communities, such as anti-Semitism and Islamophobia, and those directed against Travellers, migrants, refugees, and people seeking asylum
    - Prejudices reflecting sexism and homophobia
- Staff will be trained in how prejudice-related incidents should be identified, assessed, recorded, and dealt with.

- We take seriously our obligation to report regularly to the local authority about the numbers, types, and seriousness of prejudice-related incidents at our school and how they are dealt with.

Compliance with the Equality Act 2010

- We are committed to fulfilling our specific duties under the Equality Act 2010, which include:
    - Protecting staff from sexual harassment by taking 'reasonable steps' to prevent it, as required by the recent update to section 40 of the Equality Act in October 2024.
    - Making reasonable adjustments to ensure that pupils with disabilities can benefit equally from our services.
    - Ensuring that our policies and practices do not discriminate against, harass, or victimize pupils, staff, parents, or the public.
    - Publishing information to demonstrate how our school is complying with the Public Sector Equality Duty (PSED).
    - Preparing and publishing equality objectives, and reviewing them regularly to ensure progress.