



## **EQUALITY POLICY**

### **THE FEDERATED GOVERNING BODY OF DANE COURT GRAMMAR SCHOOL AND KING ETHELBERT SCHOOL**

**Signed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Agreed:**                      **April 2019**

**To be reviewed:**      **April 2021**

## **Aims**

The aims of this policy are:

- To ensure that all members of the learning community can achieve their potential free from intolerance, stereotyping and prejudice.
- To ensure that learners treat others with respect, aware of their rights and responsibilities.
- To ensure that members of staff are aware of their rights and responsibilities, and that they feel supported in dealing with prejudice of any kind.

## **1. School Ethos, Vision & Values**

In relation to the sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity of any person, The Coastal Academies Trust is committed to the following:

- ensuring equal treatment of all its employees, students and any others involved in the school community;
- ensuring that no individuals are treated less favourably in any procedures, practices or aspects of service delivery simply because of intolerance, bigotry or discrimination of any kind;
- not tolerating harassment of those mentioned;
- being committed to ensuring equality of education and opportunity for staff, students and all those receiving services from the school;
- aiming to provide our students with a firm foundation which will enable them to fulfil their potential;
- eliminating unlawful discrimination against learners and staff by adhering to our duties as an employer under the legislation (The Equality Act, 2010, following the non-statutory guidance issued by the Department for Education in May 2014);
- undertaking not to discriminate against any member of staff, student or prospective student or another person with whom the member of staff, student or prospective student is associated.

The Trust believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The achievement of all groups of learners will be monitored, and we will use this data to raise standards and ensure inclusive teaching.

We will create an inclusive learning community which values all members and promotes tolerance and understanding. None of our practices will result in individuals feeling alienated or degraded; instead we will celebrate differences and ensure that all members of our community feel valued and supported.

## **2. Strategic Priorities**

- Ensuring that all individuals have the opportunity to achieve their potential.
- To recruit, retain and develop staff according to their skills.
- To ensure that all learners have equal access to opportunities within school and outside.

- To raise achievement across all groups and narrow the gap in attainment between groups.
- Raising aspirations across all groups.
- Delivering a curriculum that makes learning more personalised and more effective.
- Implementing effective monitoring and tracking procedures which identify and deal with students at risk of underachievement.
- Ensuring that learning and teaching are fully focused on raising achievement regardless of the background of learners.
- Ensuring that all learners, regardless of their ability, have physical access to the building and equality of access to the curriculum.

### **3. Our duties**

We will actively seek to:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity across all stakeholders.

We will take actions such as the following to ensure equality of access and opportunity:

- proactively encourage under-represented groups to take up extra-curricular activities;
- ensure that curriculum opportunities are proactively encouraged amongst under-represented groups;
- ensure stereotyping of subjects is prevented;
- use display material which includes members of all groups across the school;
- ensure that non stereotyping labels are used for subjects;
- use positive role models from various occupations and fields to speak to and encourage appropriate groups;
- carry out effective and appropriate intervention to raise achievement;
- ensure that all students have the opportunity, regardless of background, to participate in activities out of school;
- analyse data relating to exclusions, achievement, participation, etc, and review plans to ensure equality from this data;
- ensure all stakeholders have a voice.

We will analyse and remove the barriers to learning: these will be the physical barriers that may be perceived to exist, as well as barriers such as those that may exist or be perceived to exist in the curriculum, learning and teaching, etc. Teachers will be positive role models, challenging intolerance and bigotry if they encounter it. The Trust will encourage the use of role models from under-represented groups through visual images and visits

### **Information, Performance and Evidence**

#### ***a. Student Achievement***

The Trust will proactively gather information on the performance of students across all groups (boys, girls, SEN, FSM etc). Intervention will be used to prevent under-performance and narrow attainment gaps.

### ***b. Learning Opportunities***

Reviews will examine the equitability of the curriculum and the learning opportunities afforded to all students, ensuring that access is fair and open and that the curriculum on offer is the most appropriate for all of our students. This will extend to the opportunities out of school: work experience placements, extra curricular visits, exchange trips, etc.

### ***c. Admissions, Transitions and Exclusions***

Admission will be in line with the KCC policy for admissions. Exclusion data will be analysed regularly to assess the impact of practices, ensuring that one group is not over represented and that the policy for exclusion is equitable.

### ***d. Social Relationships***

Through the curriculum the Trust will encourage mutual respect between groups, using opportunities to challenge assumptions and stereotypes. As far as possible, form groupings will represent the gender/ability/ethnic composition of each school. Any social groupings which appear to reinforce stereotypes will be challenged by staff. The Trust also understands that it is unlawful to discriminate because of a characteristic which it is perceived that a person has, even if this perception is mistaken. For example, it is unlawful to discriminate against a student because it is thought that s/he may be gay, whether or not the student is in fact gay.

### ***e. Recruitment, Retention and Development***

Recruitment will be based entirely on ability, offering all members of the community equal opportunities to gain employment within each school community. This will be the same for voluntary as well as paid employment. Data will be analysed which examines the composition of the workforce, and how representative of each school this is. We will ensure that any obstacles to employment are removed and that appropriateness for the role is the sole factor in recruitment.

## **4. Reviewing and Monitoring**

The governing body is responsible for ensuring that the Trust complies with the legislation regarding equality, and that this policy and its related procedures are implemented.

The executive headteacher is responsible for implementing this policy: for ensuring that all staff members are aware of the policy and that appropriate training and support is provided for all members of staff: and for taking appropriate action as a result of any unlawful discrimination.

All staff members are expected to:

- promote an inclusive ethos;
- challenge intolerance;
- identify and challenge stereotyping in the curriculum;
- remain up to date with equalities legislation which is relevant to their work.