North Wolds Federation

Equal Opportunities (Equality, Inclusion and Diversity) Policy

May 2025

Our **inclusive school community** puts our **Christian values** at its core and endeavours to develop all members to be **wise, happy and spiritually** aware individuals who can achieve their **dreams and goals**.
Working with our **local community**, we **care for** and educate each person, **respecting individual differences**.
As Jesus welcomed all, so we **welcome everyone** into our school and strive to send them out prepared to be **good citizens** in today's **diverse society**.

We are preparing for a brighter tomorrow.

Start children off on the way they should go, and even when they are old they will not turn from it. (Proverbs 22:6)

Caring, Respect, Co-operation, Commitment to Achieve, Honesty, Fairness

Our **inclusive school** is at the heart of our **small community** where all families feel **welcome**, **valued** and **supported** as friends.

Working with our local **community** children leave us, ready for their next learning adventure, as **well-rounded** citizens with the skills, knowledge and the **confidence** to be happy and successful for the rest of their lives.

We nourish their bodies and characters with our school **values** of respect, cooperation, independence, care, happiness and commitment to achieve.

We ensure they have the armour of our **love** and **guidance** to be the best version of themselves and carry that forward with their actions towards others

Caring, Respect, Commitment to Achieve, Co-operation, Happiness, Independence

Policy Approved on	**:**	**19/05/2025**
Chair of Governors Signature	**:**	**Approved Via Governor Hub**
Policy Review Date	**:**	**05/2026**

The North Wolds Federation Equal Opportunities Statement

This policy is underpinned by the Market Rasen Church school vision specifically; our including school community develop all members to be wise and happy, achieve dreams and goals, working with our local community, respect individual differences, welcome everyone, prepare to be good citizens in today's diverse society and preparing for a brighter tomorrow.

This policy is supported by, and additional information is available in, the following school policies:

- SEND
- SEND Information Report
- Accessibility
- Equality Objectives
- Equality and Diversity in Employment (LCC Policy)

The policy is also closely linked to the following policies:

- Curriculum, Risk Assessment, Foundation Stage, all subject policies,
- Teaching & Learning policy
- Behaviour and Discipline,
- Admissions, Attendance and Exclusion Policies,
- Staff recruitment, Staff retention and professional development

Introduction

At our school we are committed to providing a fully inclusive environment which values and includes all pupils, staff, parents and visitors, promoting equality and diversity in all areas of the life of the school. We believe in providing every opportunity to develop an individual's full potential and aim to reduce and eliminate barriers to the curriculum, school life, and the school environment for pupils, staff, parents and visitors whatever their gender, age, race, disability, religion or belief, marital or civil partner status, and sexual orientation through eliminating unlawful discrimination and promoting equality of opportunity and good community relations.

The Headteacher 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. All staff are expected to promote an inclusive and collaborative ethos in their classroom.

Equality in the context of school life involves all people involved in the development of the school, and covers areas such as:

- progress, attainment, and assessment
- behaviour, discipline, and exclusion
- pupils' personal development and pastoral care
- teaching and learning
- admission and attendance
- the curriculum
- staff recruitment and professional development
- partnerships with parents and guardians, and communities.

We are committed to:

- actively tackling discrimination, and promoting equal opportunities and good community relations
- addressing any form of prejudice and prejudice-related bullying
- encouraging, supporting, and helping all pupils and staff to reach their potential

- working with parents and guardians, and with the wider community, to eliminate discrimination and to follow and promote good practice
- making sure our equality policy and its procedures are followed
- ensuring that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Legal requirements: The Equality Act 2010

The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. There is no longer a requirement that schools should draw up and publish equality schemes, action plans or policies (Department for Education (DfE)). It is still good practice, however, for a school to make a statement about the principles according to which it assesses the impact on equality of its policies and practices, and according to which it establishes specific objectives.

Protected characteristics

The Act uses the term "protected characteristics" to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender, sexual orientation.

Some of these protected characteristics apply to schools as employers, but not in relation to their provision for pupils.

We have posters representing the protected characteristics on display around the schools and we identify the linked protected characteristics when we participate in Picture News Collective Worship.

Key statements

The Equality Act 2010 covers all aspects of school life to do with how a school treats pupils and prospective pupils, parents and carers, employees, and members of the community. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. In particular, a school must not discriminate, harass or victimise a pupil or potential pupil in relation to:

- admissions
- the way it provides education for pupils
- how it provides pupils access to any benefit, facility or service
- excluding a pupil or subjecting them to any other detriment.

What actions and behaviours are unlawful?

The Act defines a number of types of unlawful behaviour, including:

- direct discrimination
- indirect discrimination
- failing to make reasonable adjustments for disabled pupils, staff or visitors
- discrimination arising from disability
- harassment related to a protected characteristic
- victimisation of someone because they have made, or helped with, a complaint about discrimination.

Public Sector Equality Duty and Specific Duties

Since April 2011, schools have also been bound by a part of the Equality Act 2010 called the Public Sector Equality Duty (also known as the PSED, or simply the 'Equality Duty').

The new Equality Duty has two parts: the 'general' duty and 'specific' duties.

The general duty is the overarching legal requirement for schools and means they must consider how their policies, practices and day to day activities impact on pupils and staff. Schools are required to have 'due regard' to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations.

The two specific duties for schools aim to assist them to meet the general duty. Schools should have complied with these two duties from April 6, 2012. They are:

- To publish information to show how they are complying with the Equality Duty. This must be updated at least annually.
- To prepare and publish one or more specific and measurable equality objectives at least every four years.

Having due regard means that schools must consciously think about the three aims of the Equality Duty as part of decision-making, developing and reviewing policies and how they deliver services. According to advice for school leaders and governors from the DfE:

'*The duty to have 'due regard' to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications*.'

Publishing equality information

As a minimum, schools should publish information on:

- The diversity of the school population
- How they are performing in relation to the three aims of the Equality Duty
- The diversity of their workforce, although this only applies to schools with more than 150 employees.

Measurable objectives

Schools can set equality objectives to tackle any issues of discrimination, inequality and disadvantage but it is a statutory requirement that equality objectives are '*specific and measurable*'. There is no requirement for schools to publish a set number of equality objectives.

Aims and Objectives

The school aims to provide a welcoming environment to all pupils, staff, parents/carers and visitors in which all people are treated equally in line with Equality Act 2010 and in which every individual is encouraged and enabled in fulfilling their potential as educated, independent, compassionate members of not only the school community but the global community.

The school's specific and measurable objectives can be found in our Equalities Objectives statement.

Policy into Practice and Guiding Principles

In fulfilling the legal obligations of the Equality Act 2010, we are guided by the following principles:

Principle 1: All members of the school community, learners and potential learners, and their parents and carers, are of equal value.

Principle 2: We recognise and respect difference.
Treating people equally 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, and
- age.

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, good relations, positive interaction, mutual respect, an absence of harassment, and a dialogue towards, between and within protected characteristic groups.

Principle 4: We observe sound 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 in a protected characteristic group.

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 towards, between and within protected characteristic groups.

Principle 6: We consult and involve widely.
Where relevant 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.

Principle 7: We intend that our policies, activities and curriculum should benefit society as a whole, both locally and nationally, by fostering greater social cohesion through encouraging understanding and tolerance, towards, between and within protected characteristic groups.

Principle 8: We base our practices on sound evidence.
We maintain and publish data regarding our progress towards greater equality in relevant school matters.

Principle 9: We formulate and publish specific and measurable objectives based on the evidence we have collected and published in relation to our former aims and objectives.

<u>The Curriculum</u>
We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles of the Equality Act 2010.

Monitoring

The Senior Management Team and the appointed governor will carry out monitoring.

Monitoring will include:

- consideration of the day to day organisation of school life
- consideration of the social context within which education takes place within and outside the classroom
- consideration of he relationship between all members of the school community, i.e. pupils, staff parents, governors
- analysis and monitoring of data regarding progress and attainment
- ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented
- ensuring that courses are be attended where appropriate
- class teachers recording all equality related incidents involving children on Cpoms
- race related allegations and incidents being reported to, and recorded and monitored by, the Senior Management Team.

Conclusion

By treating everyone as an individual and by ensuring equal access to the premises, curriculum and school life, all pupils and staff can be assisted in their achieving their full potential and making a positive contribution to society as a whole.

By treating everyone as an individual and by ensuring equal access to the premises and school life, all visitors to the school will feel respected and welcome.

Review

This policy has been agreed in full consultation with the Headteacher and teaching staff.

It will be reviewed every three years and changes will be brought to the attention of the Governing Body for review.