



### 1. Background

1. To comply with the Equality Act 2010 it is illegal to discriminate against pupils on any of the seven Protected Characteristics:
  1. Gender
  2. Disability
  3. Race (including ethnicity and nationality)
  4. Religion (or belief)
  5. Sexual orientation
  6. Pregnancy (or maternity)
  7. Gender reassignment
2. This covers both direct and indirect discrimination as well as harassment and victimisation.
3. This policy has regard to the non-statutory advice from the Department of Education: The Equality Act 2010 and schools (May 2014).
4. General Principles:
  1. We promote the principles of fairness and justice for all through the education that we provide in our school.
  2. We ensure that all pupils have equal access to the full range of educational opportunities.
  3. We try to remove any forms of indirect discrimination that may form barriers to learning.
  4. We ensure that all recruitment, employment, promotion and training systems are fair to all.
  5. We try to challenge stereotyping and prejudice whenever it occurs.
  6. We celebrate cultural diversity in our community and foster good relationships between different groups.
  7. We aim to promote positive social attitudes and respect for all through positive educational experiences.

### 2. Aims and objectives

We aim to tackle discrimination and promote equality of opportunity by:

1. Creating an ethos in which pupils and staff feel valued and secure enough to challenge prejudiced and aggressive behaviour.
2. Building self-esteem in our pupils, so that they can influence their own relationships with others;
3. Having consistent expectations of pupils and their learning;
4. Removing or minimizing barriers to learning, so that all pupils can achieve and ensuring that teaching accommodates the learning needs of all through schemes of work and lesson plans;
5. Actively tackling discrimination through social media, our school website, newsletters and displays of work;
6. Regular consultation with parents and the local community, so that they know our policy and procedures;
7. Making clear to our pupils what constitutes aggressive and prejudiced behaviour and identifying clear procedures for dealing quickly with incidents.

### 3. The role of Adults in tackling discrimination

We will not tolerate any forms of discriminatory behaviour including direct or indirect discrimination, harassment or victimisation. Should an incident occur, we will act immediately to prevent any repetition of the incident and do all we can to support that person in overcoming any difficulties they may have. Incidents could take the form of physical assault, verbal abuse, damage to a pupil's property or lack of cooperation in a lesson. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

1. Stop the incident and support the pupil who is the victim
2. Reprimand the aggressor and inform the victim what action has been taken
3. If the incident is witnessed by other pupils, tell them why it is wrong
4. Report the incident to the DSL or Principal and inform them of the action taken
5. Inform the class teacher(s) of both the victim and the aggressor.
6. Inform both sets of parents, as appropriate.

### 4. The role of the Advisory Board

1. To do all it can to ensure that all members of the school community are treated fairly and with equality.
2. To ensure that all groups will not be discriminated against when applying for jobs at our school. The advisory board take all reasonable steps to ensure that the school environment gives access to people with disabilities.
3. The advisory board will, in its annual report, make reference to arrangements for disabled pupils.
4. To monitor the effectiveness of this policy.

## 5. The role of the Principal

1. To implement this policy, supported by the advisory board
2. To ensure that all staff are aware of this policy, and that teachers apply these guidelines fairly in all situations.
3. To ensure that all appointments panels give due regard to this policy.
4. To promote the principle of equal opportunity when developing the curriculum and promote respect for other people in all aspects of school life, for example in assemblies and displays shown around the school.
5. To ensure that views on equal opportunities and discrimination by pupils, staff and parents are surveyed on an annual basis. He will take their views into consideration when formulating the School Improvement Plan.

## 6. The role of the Teacher

1. To ensure that all pupils are treated fairly, equally and with respect.
2. When selecting classroom material, to pay due regard to the sensitivities of all members of the class and not provide material that is racist or sexist; to provide material that gives positive images of ethnic minorities, disabilities & religions and that challenges stereotypical images of minority groups.
3. When designing schemes of work, to use this policy to guide the choice of themes to study, and in how to approach sensitive issues.
4. All our teachers challenge any incidents of prejudice. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination

Revision Control Table	
Drawn up by	N Shaw
Date	01/06/16
Review schedule	Annual
Reviewed	5/1/17 by DS; 5/5/18 by DS; 5/6/19 by DS; 5/5/20 by DS (minor edits and tidying numbering); 01/09/21 by DS; 10/09/22 by DS; 15/09/23 by DS; 25/11/24 by DS
Next Review	01/12/25