



Glebe School

# Equality Policy

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Date approved by Governing Body	Summer 2022
Date of next review	Summer 2023

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## Statement of Intent

We believe that the Equality Act (2010) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement. The school's general duties, with regards to equality are:

- Eliminating discrimination
- Fostering good relationships, positive attitudes and a sense of community and belonging
- Advancing equality of opportunity
- To reduce and challenge barriers to equality
- To follow best practice in staff recruitment, retention and development

## Our approach to equality is based on the following key principles

- All stakeholders are of equal value and all are supported to be exceptional within a framework of high expectations, high challenge and high support
- We recognise, respect and value difference and understand that diversity is a strength. We do not discriminate against staff with regards to their age, gender, disability, race, sexual orientation, religion or belief, marital or civil partner status, pregnancy or maternity and socio economic background
- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential
- We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school

## What we do to eliminate discrimination, harassment and victimisation

- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- Appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all
- Taking a firm stance in response to any stakeholders who use discriminatory language or demonstrate discriminatory behaviour. There is no place for the use of discriminatory language at Glebe
- Continuing to embed a personalised and ambitious curriculum offer which is responsive to individual students needs and fosters ambition

- Further promoting and supporting students to take part in extra-curricular activities and residential visits, carefully monitoring the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic
- Ensuring that all forms of prejudice-motivated bullying is taken seriously and dealt with equally and firmly
- Demonstrate a commitment to recognising, celebrating and rewarding the diverse staff and student population
- Further refine our behaviour management system, so that it is centred upon the principles of forging strong relationships, inclusivity and restorative practice which does not discriminate
- Continuing to meet our pupils' needs by using a variety of approaches, enabling our pupils to take as full a part as possible in the activities of the school
- Carefully monitoring and reviewing the physical environment of the school to ensure accessibility for all
- Deliver a calendar of ongoing events to raise awareness of equality and diversity amongst all stakeholders
- Carefully monitor bullying and prejudice to ensure all instances are dealt with accordingly
- Provide regular training to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying

## What we do to promote equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data to in order to inform our planning and identify targets to achieve improvements
- We use the information we gather identify underachieving groups or individuals and plan targeted interventions
- We ensure the participation of all stakeholders in school development
- We actively listen to pupils and staff at all times
- We actively listen to parents and carers

## Glebe's Equality Objectives

In order to further all stakeholders and to raise standards in which equality is promoted and discrimination eradicated we have set the following objectives which are reviewed annually:

- To regularly monitor and analyse pupil achievement and progress by race, gender, economic background and disability and act on patterns in the data that require additional support for pupils
- Embed a highly ambitious curriculum which develops the whole child academically, personally, culturally and professionally, to ensure they have a strong awareness of the diverse nature of society and are responsible citizens
- We will actively develop a culture where staff and student voice is prioritised to shape and promote equality, diversity and inclusion within the academy and wider community
- Deliver a highly effective system of reward and recognition which celebrates diversity and is responsive to the needs of the community it serves demonstrating excellence through inclusive practices
- Place staff and student wellbeing at the centre of our planning through the effective delivery of the staff and student well-being framework