

# Attenborough Learning Trust

## Equality Policy

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## Introduction

Across the school we value each child and every aspect of their education. We create a caring environment which supports and enhances learning for all and provides the opportunity for every individual to fulfil their potential.

This policy supports us in meeting our duties under the Equality Act 2010. We see all staff, children and visitors to our school as being of equal value:

- Whether or not they have a disability
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whichever their gender or sexual orientation
- Whatever their age

Promoting equality is our statutory duty. In line with the ethos of the school we will:

- Promote respect and tolerance for each other
- Support everyone in forming good relationships
- Promote equality of opportunity
- Encourage participation in the life of the school
- Challenge discrimination
- Challenge harassment

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities will not discriminate but are differentiated as appropriate to take account of the kinds of barriers and disadvantages which people may face. We recognise that there are different types of discrimination.

## Protected Characteristics as defined by the Equality Act 2010

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Gender
9. Sexual Orientation

## Types of Discrimination

**Direct Discrimination** – someone is treated less favourably directly because of a protected characteristic they possess

- **Direct Discrimination by Association** - someone is treated less favourably directly because of a protected characteristic of someone they are associated with, e.g. a friend, a family member or a colleague

- **Direct Discrimination by Perception** - someone is treated less favourably directly because of a protected characteristic they are thought to have, whether they possess that characteristic or not.
- **Indirect Discrimination** – when a provision, criterion or practice is applied that disadvantages one group of people more than another is applied e.g. dress codes (where health and safety is not at risk).
- **Harassment** - engaging in unwanted behaviour which is related to a relevant protected characteristic or be 'of a sexual nature' and which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual.
- **Victimisation** – an employee is treated less favourably than others for making an allegation of discrimination, supporting a complaint of discrimination, giving evidence relating to a complaint about discrimination, raising a grievance concerning discrimination.

## Discrimination Arising from Disability

A reasonable adjustment is an action carried out to ensure that disabled children and employees can be involved in every aspect of school life.

The School considers discrimination to be a pattern of behaviour which causes emotional or physical distress to others. Left unchallenged discrimination may prejudice the victim's achievement, lead to sickness, lateness, truancy or more extreme outcomes.

## Responsibilities to Employees

We follow Trust procedures on good practice recruitment and the best candidate is selected at interview. Professional Development is related to roles, responsibilities and performance management targets.

We make reasonable adjustments for staff – family leave, change of hours, time off for medical appointments, identified physical alterations to the building, support with specific learning/language difficulties, respect for religious codes, and support for Access to Work arrangements, purchase of necessary equipment.

## Responsibilities to Parents and Visitors

We aim to reduce and remove inequalities and barriers that prevent parents and visitors taking a full part in school life.

We maintain an 'Open Door' Policy for Parents, translation wherever possible, disabled access and facilities, parent courses, signposting to local service providers, and induction of volunteers and students.

## Responsibilities to Children

We are an inclusive school which delivers a curriculum promoting positive attitudes and respect for diversity. We follow the Trust Policy on Admissions, but positively welcome children with a wide variety of language, learning, social, medical and physical needs.

We meet the needs of all our learners through a practical curriculum supported by effective use of ICT. We seek to ensure that any trips that we arrange do not discriminate against any of our children. We regularly review our school uniform policy and dress code to ensure they do not have the effect of unlawfully discriminating against pupils with a protected characteristic.

We employ or access a range of specialist staff and are able to use our building flexibly according to need.

## **Monitoring and review**

We collect, analyse and use data to assess and monitor the impact of this policy, in particular the impact on pupil attainment, attendance and admissions.

The day to day monitoring of this policy is the responsibility of the Head teacher, with oversight from the Local Governing Board. This policy will be reviewed every two years or earlier if considered necessary.

Reviewed: May 2023

Reviewed by: J Ridgewell

Next Review Date: May 2025