



<b>Equality Policy</b>	
Lead Governor & Member of SLT:	Mr D Rees & Mr H Singh
To be approved by:	FGB
Frequency of review:	Annually
Date approved:	September 2023
Next review date:	September 2024

#### **Rationale**

Queensbridge School's diversity makes it unique within our city and a truly rewarding place to work. The values of inclusion, tolerance and acceptance imbue our school community and underpin our work. We seek to celebrate our pupils whilst instilling mutual respect and tolerance and promoting their spiritual, moral, social and cultural development.

#### **INTENT**

##### **Aims of the Policy**

1. To promote equality and diversity in all aspects of school life,
2. To foster an environment of tolerance, cohesion and acceptance of staff and pupils building on positive relationships,

3. To develop pupils' spiritual, moral, social and cultural development,
4. To encourage pupils to reflect on their own identities and those of their peers,
5. To ensure that school complies with its statutory obligations.

### **Equalities Act 2010**

It is unlawful for a school to discriminate (be it direct, indirect discrimination, harassment or victimization) against a pupil or prospective pupil by treating them less favourably because of their

- **Age**  
Where this is referred to, it refers to a person belonging to a particular age (for example 32 years old) or range of ages (for example 18 to 30 year olds). This is the only area where direct discrimination is allowed if it is a proportionate means of achieving a legitimate aim.
- **Disability**  
A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- **Gender reassignment**  
When this is referred to, it refers to proposing to undergo, undergoing or having undergone a process to reassign your sex.
- **Marriage and civil partnership**  
Marriage is defined as a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).
- **Pregnancy and maternity**  
Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the 26 week period after the birth, and is linked to maternity leave in the employment context.
- **Race**  
Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.
- **Religion and belief**  
Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.
- **Sex**  
When referred to, this refers to being a man or a woman.
- **Sexual orientation**  
When this is referred to, it refers to whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

### **Positive Action**

Positive action, as referred to in the Act, refers to actions taken to promote equality when a person reasonably thinks that:

- People who share a protected characteristic suffer a disadvantage connected to their characteristic, or

- Participation in an activity by people who share a protected characteristic is disproportionately low.

See also Pupil Premium Statement

### **Equality Act 2010, Section 60**

Section 60 of the Equality Act 2010 makes it generally unlawful to ask questions about disability and health before an offer of employment is made. It states that: A person (A) to whom an application for work is made must not ask about the health of the applicant (B)—

(a) before offering work to B, or

(b) where A is not in a position to offer work to B, before including B in a pool of applicants from whom A intends (when in a position to do so) to select a person to whom to offer work.

The Act details exceptional circumstances when health questions are permitted. Health related questions can be asked before the offer (conditional or unconditional) of employment only when the law says they are necessary and fall within these narrow exceptions:

- To find out if a job application can take part in any assessment to test their ability to do the job or to find out if reasonable adjustments are needed to enable a disabled job application to take part in any assessment. **This information should be collected separately from other information given in the application for the job.**
- To ascertain whether an application is able to fulfil an aspect of work **intrinsic** to the job in question
- To find out whether a job application has a particular disability which is an occupational requirement of the job
- To monitor the diversity of applicants. **This information should be collected separately from other information given in the application for the job.**
- To take positive action in relation to disabled people
- To vet applications for the purposes of national security
- Where another legal requirement means an employer has to ask health- or disability-related question. For example, jobs requiring employees to have a valid medical fitness certificate.

### **Further Guidance**

The Local Authority policies and procedures for appointing staff for Support Staff and Teachers have been prepared to comply with the Equality Act.

Guidance on other aspects of HR policies and procedures also reflects the law.

The Equality and Human Rights Commission has produced a series of detailed guides.

The Department for Education has also produced guidance specifically for schools. Much of this deals with pupils, but chapter 8 covers employees.

### **Queensbridge School's Equality Objectives**

**To promote inclusion through fostering a sense of belonging rooted in mutual respect, tolerance and empathy;**

- To recognise and explore the diversity within our school and wider society, celebrating these differences whilst promoting a sense of community and inclusion;
- To enable and encourage pupils to challenge discrimination and prejudice in a constructive and intelligent fashion when they encounter it;
- To establish and develop an engaging, relevant and dynamic curriculum which allows pupils to reflect and develop their own ideas within a formal academic setting;
- To prepare pupils for life in a large city in twenty-first century Britain, including further

study and the world of work **Promoting equality and diversity at Queensbridge**

**Pupils can expect:**

- High quality RSE provision through our bespoke Intensive Days (I Days) and Toolkit for Life (TFL) curricula,
- High quality form tutoring that is founded upon positive relationships and mutual respect,
- To have their own views and beliefs valued and listened to ,
- To be encouraged and challenged to reflect on their own experiences and to consider how these may be different to their peers’,
- A stimulating and challenging curriculum which seeks to further their spiritual, moral, social and cultural development whilst be sensitive to the views, rights and beliefs of others.

**Staff are expected to:**

- Acquire and maintain a good knowledge of equalities issues and how these manifest in school,
- Promote equality and diversity by providing high quality TFL and form sessions, including the SPARK tutor programme,
- Establish an environment in which pupils feel safe to question and interrogate views other than their own in an appropriate and sensitive manner,
- Develop and refine subject curricula to reflect contemporary issues and debates,
- Attend training to ensure that they have the appropriate range and depth of knowledge,
- Deliver material in an objective, appropriate and sensitive fashion.

**IMPLEMENTATION**

**Promotion of equality and diversity throughout school**

- **Raise awareness of diversity:**
  - Promote a whole school ethos and set of values that promote cohesion and challenge prejudice, discriminatory language, attitudes and behaviours,
  - Inform pupils of the protected characteristics through TFL, SPARK, I Weeks, assemblies, subject curricula and displays in order to prepare them for a healthy and fulfilling social and professional life in a diverse society,
  - Embed an understanding and appreciation of the contribution of different cultures and histories across curricula
  - Be reactive to national and international events and take opportunities to discuss these issues, linking them to our school values as well as issues of inequality more broadly,
  - Explore issues faced by different groups of society and explore ways in which these issues are often intertwined.
- **Promoting equality :**

- Take full advantage of opportunities to celebrate all aspects of our diverse school community through engaging and stimulating curricula and whole school activities
- Equip pupils with the skills and knowledge to promote equality and challenge prejudice wherever it is encountered, promoting British Values and nurturing engaged young people with a strong sense of civic duty,
- Provide pupils with differing viewpoints on a range of topics and debates, encouraging them to empathise with different experiences,
- Tackle all forms of discrimination (including homophobia, biphobia, transphobia, racism, sexism and ableism) by applying the schools' Anti Bullying Policy as appropriate,
- Provide pupils with the opportunity to reflect and reconcile in order to further their personal development and understanding.

## **IMPACT**

### **Monitoring**

- **Governing Body**
  - The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and objectives are implemented.
  - Governors evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)
  - Have due regard to the Public Sector Equality Duty when adopting and reviewing policies
- **Headteacher, Senior Leadership Team and Equality and Diversity lead**
  - 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.
  - The Deputy Headteacher (pastoral) has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes,
  - The Deputy Headteacher and Equality and Diversity lead have responsibility for staff training and for evaluating the relevancy and efficacy of school's provision,
  - The Deputy Headteacher and Equality and Diversity lead have responsibility for providing training and guidance to new staff as part of the induction process.
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  - The Equality and Diversity lead will provide training throughout the year on areas related to this area of school life.
  - The Equality and Diversity lead and the Assistant Headteacher for pupil experience will monitor extra curricula attendance against protected characteristics each cycle and report to the Governing Body and headteacher.
  - The Equality and Diversity lead will produce equality information by 30 March each year, inline with the Public Sector Equality Duty. Queensbridge is exempt from this duty as it does not employ 150 or more staff but this is seen as good practice.
  - Alongside this guidance, the Equality and Diversity lead will produce an action plan for each year which will detail how the objectives will be measured and assessed, where areas for improvement remain and next steps. This will be shared with the headteacher.

- **Teaching and Support Staff**

- Teachers are responsible for promoting an inclusive and tolerant atmosphere in all areas of school,
- Plan and deliver curricula which are appropriate, relevant and engaging, reflecting the values and ethos of the school,
- Skillfully facilitate classroom discussions which allow pupils to explore their own views and those of others,
- Foster an environment where pupils feel safe to ask questions in an appropriate way,
- Challenge instances of prejudice in a sensitive and constructive manner.