
RESPONSIBLE PERSON(S):	CHIEF EXECUTIVE HEADTEACHER John Mason School HEADTEACHER Rush Common School HEADTEACHER Fitzharrys School
CURRENT VERSION:	001
DATE APPROVED:	07/12/2018
REVIEW CYCLE:	4 YEARS
NEXT REVIEW DATE:	BEFORE DECEMBER 2022

REVIEW

The Board of Trustees have reviewed and agreed this policy in accordance with the legal requirements and/or recommendations of good practice.

Having agreed the policy, the Trustees undertake to review or amended the policy if the:

- Government or local authority, i.e. Oxfordshire County Council, produce new or revised regulations and/or guidance;
- Trust identifies and recommends changes which will serve to improve the policy, support the implementation of the policy and/or the related policy processes.

APPROVED BY THE BOARD OF TRUSTEES

Chair of Trustees: Jonathan Hopkins Signature: Jonathan Hopkins

Chief Executive: Fiona Hammans Signature: Fiona Hammans

RESPONSIBLE BODY

Within this policy “responsible body” means the Trust and/or Trustees of the Abingdon Learning Trust. The responsible body will endeavour to ensure that the level of related training, support, financial and non-financial resources are adequate to fulfil the responsible body’s functions in respect of this policy.

RESPONSIBLE PERSONS

The responsible persons accept the responsibility and accountability, delegated to them by the responsible body, and undertake to ensure adherence to, and the implementation of this statement and associated plans.

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1.0 **LEGAL DUTIES**

The responsible body accepts its duties under the Equality Act 2010 to:

- remove or minimise disadvantages suffered by persons, either by unlawful discrimination, harassment and victimisation, by taking steps to meet their needs and supporting them to participate in activities, by advancing equality of opportunity and fostering good relations in relation to the individual's age, disability; gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation;
- tackle prejudice, and promote understanding by educating members of the school community on differences and fostering good relations between different groups;
- Education and Inspections Act 2006 to promote community cohesion.

1.2 The responsible body recognises that its duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

1.3 The responsible body recognises that new Positive Action provisions in the Equalities Act 2010 permits schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If a school decides to use these the responsible person, on behalf of the responsible body, will ensure that it is a proportionate response to achieve the relevant aim.

2.0 **GUIDING PRINCIPLES**

In fulfilling its legal obligations, the responsible body has identified, agreed and adopted seven guiding principles:

- 1) All Learners Are Of Equal Value
- 2) We Recognise, Welcome and Respect Diversity
- 3) We Foster Positive Attitudes, Relationships and A Shared Sense Of Belonging
- 4) We Observe Good Equalities Practice, Including Staff Recruitment, Retention and Development
- 5) We Aim To Reduce and Remove Existing Inequalities and Barriers
- 6) We Consult and Involve Widely
- 7) We Strive To Ensure That Society Will Benefit
- 8) We Base Our Policies and Evidence On Sound Evidence
- 9) We Set Specific and Measurable Objectives

Guiding Principle 1: **ALL LEARNERS ARE OF EQUAL VALUE**

All learners and potential learners, and their parents, carers and guardians are of equal value whether or not they are disabled and regardless of their:

- ethnicity, culture, national origin or national status;
- gender and gender identity;
- religious or non-religious affiliation or faith background;
- sexual identity.

Guiding Principle 2: **WE RECOGNISE, WELCOME & RESPECT DIVERSITY**

The adoption and implementation of 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.

Guiding Principle 3: **WE FOSTER POSITIVE ATTITUDES, RELATIONSHIPS & A SHARED SENSE OF BELONGING**

Policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, and women and men; and an absence of sexual and homophobic harassment.

Guiding Principle 4: **WE OBSERVE GOOD EQUALITIES PRACTICE, INCLUDING STAFF RECRUITMENT, RETENTION & DEVELOPMENT**

Policies and procedures should benefit all employees and potential employees regardless of:

- whether or not they are disabled;
- their ethnicity, culture, religious affiliation, national origin or national status

Guiding Principle 5: **WE AIM TO REDUCE AND REMOVE EXISTING INEQUALITIES & BARRIERS**

In addition to avoiding or minimising possible negative impacts of policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men.

Guiding Principle 6: **WE CONSULT & INVOLVE WIDELY**

Engaging with a range of groups and individuals will serve 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. We consult and involve:

- disabled people as well as non-disabled;
- people from a range of ethnic, cultural and religious backgrounds;
- both women and men, and girls and boys;
- gay people as well as straight.

Guiding Principle 7: **WE STRIVE TO ENSURE THAT SOCIETY WILL BENEFIT**

Policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight.

Guiding Principle 8: **WE BASE OUR POLICIES & EVIDENCE ON SOUND EVIDENCE**

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

Guiding Principle 9: **WE SET SPECIFIC & MEASURABLE OBJECTIVES**

Schools formulate specific and measurable objectives:

- based on the consultations undertaken and the evidence collected and collated;
- taking into account national and local priorities and issues, as appropriate.

3.0 **THE CURRICULUM**

On behalf of the responsible body, the responsible person keeps each curriculum subject or area under review in order to ensure that teaching and learning reflects, supports and upholds the responsible body's guiding principles.

4.0 **ETHOS & ORGANISATION**

On behalf of the responsible body, the responsible person will ensure the guiding principles apply to the full range of school policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement;
- pupils' personal development, welfare and well-being;
- teaching styles and strategies;
- admissions and attendance;
- staff recruitment, retention and professional development;

- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community.

5.0 ADDRESSING PREJUDICE RELATED INCIDENTS

The responsible body is opposed to all forms of prejudice that stand in the way of fulfilling the legal duties:

- prejudices around disability and special educational needs;
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudices reflecting sexism and homophobia.

5.1 The responsible person will report, regularly, to the responsible body about the numbers, types and seriousness of prejudice-related incidents in their school and how such matters have or are being managed.

6.0 ROLES & RESPONSIBILITIES

The responsible body believes that promoting equality is the responsibility of everyone in the school community:

Community Members	Responsibilities
Board of Trustees & each school's Local Academy Board	<ul style="list-style-type: none"> • To involve and engage the whole school community in welcoming diversity and identifying and understanding equality barriers and setting objectives to address these.
Chief Executive & Headteachers	<ul style="list-style-type: none"> • To involve and engage the whole school community in welcoming diversity and identifying and understanding equality barriers and setting objectives to address these. • To uphold and promote key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. • To ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
School Senior Management Team	<ul style="list-style-type: none"> • To support the Chief Executive and headteacher in the execution of their responsibilities. • To ensure fair treatment and access to services and opportunities. • To ensure all staff are aware of their responsibility to record and report prejudice related incidents.

Teaching Staff	<ul style="list-style-type: none"> • To support the responsible body, responsible person, school and the Local Academy Board in delivering a fair and equitable service to all stakeholders. • To help in delivering the right outcomes for pupils. • To uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. • To design and deliver an inclusive curriculum. • To be aware of your responsibility to record and report prejudice related incidents.
Non-Teaching Staff	<ul style="list-style-type: none"> • To support the responsible body, responsible person, school and the Local Academy Board in delivering a fair and equitable service to all stakeholders. • To uphold and promote the commitment made by responsible person as to how pupils and parents/carers can be expected to be treated. • To support colleagues within the school community. • To be aware of your responsibility to record and report prejudice related incidents.
Parents	<ul style="list-style-type: none"> • To take an active part in identifying barriers for the school community and in informing the responsible person of actions that can be taken to eradicate these. • To take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.
Pupils	<ul style="list-style-type: none"> • To support the school to achieve the commitment made to tackling inequality. • To uphold the commitment made by the head teacher, i.e. the school's responsible person, on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Members of the Local Community	<ul style="list-style-type: none"> • To take an active part in identifying barriers for the school community and in informing the headteacher, i.e. the school's responsible person, of actions that can be taken to eradicate these. • To take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

7.0 COMMUNICATION

On behalf of the responsible body, the responsible person(s) will ensure that this Equality & Diversity Statement is shared with relevant parties and published upon their school's website.

8.0 BREACHES OF POLICY

Breaches to this Equality & Diversity Statement will be dealt with in accordance with the responsible body's policy framework.

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