



Ingleby Manor Free School

Equality Policy Statement

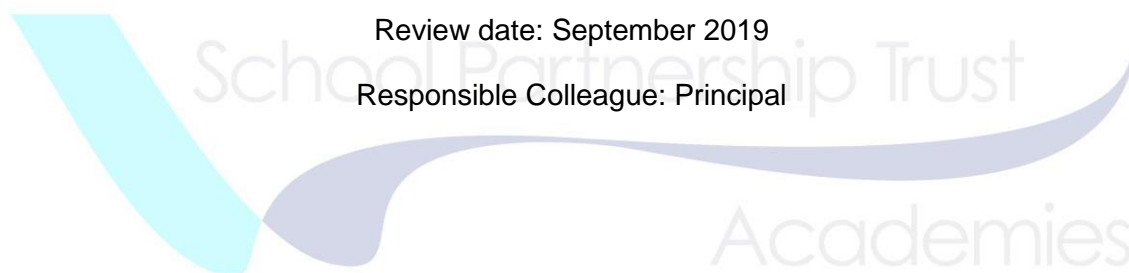
(Incorporating Race, Disability and Equality)

This policy was formally adopted by the Ingleby Manor Free School in: Autumn 2013

Reviewed date: September 2016

Review date: September 2019

Responsible Colleague: Principal



Context

The overall aim of the school is to have an educational community which promotes and provides excellence in teaching, learning, relationships and opportunities, through high expectations and adherence to traditional values.

Ingleby Manor Free School fully recognises its responsibilities for equality for all and will work to ensure fair treatment for all within the context of the 2010 act and the legitimate aims of the organisation.

Definitions

The Equality Act 2010 covers policies that were previously separate under the headings of disability, race and gender. These broad areas and some new definitions are now encompassed in one policy commitment.

This policy refers to equality in the following groups and covers a number of areas of discrimination.

Protected Characteristics:

- Age
- Disability – a person who has a physical or mental impairment which has a substantial and long term effect on his/her ability to carry out normal day to day activities
- Gender Reassignment – a person who proposes to, starts or has completed a process to change his/her gender. This does not have to be under medical supervision
- Marriage & Civil Partnership
- Pregnancy and Maternity – pregnancy related illness must not be taken into account when considering a woman's employment
- Race – this encompasses colour, nationality, and ethnic or national origins
- Religion or Belief – this covers all faith with a structure and belief system which has weighty and substantial influence on human life and behaviour. Those of no faith are also covered
- Sex – both men and women are protected under the Act
- Sexual Orientation – the Act protects bisexual, gay, heterosexual and lesbian people

Types of Discrimination:

- Direct discrimination – someone is treated less favourably than another person because of a protected characteristic
- Discrimination by Association – direct discrimination against someone because they associate with another person who possesses a protected characteristic
- Discrimination by Perception – direct discrimination against someone because others think they possess a particular protected characteristic
- Indirect Discrimination – resulting from a rule or policy that applies to everyone but disadvantages a particular protected characteristic
- Harassment – behaviour that is offensive to others even if not directly aimed at them

- Harassment by a Third Party – The School are potentially liable for harassment of those in our organisation by people they don't employ
- Victimisation – Someone is treated badly made or supported a complaint under the Equality Act 2010

Responsibilities

The Local Advisory Board

- To ensure the school complies with the Equality Act 2010
- To ensure the equality policy and its procedures are followed

The Principal

- To ensure the equality policy is readily available and that all stakeholders can easily access it
- To ensure the equality policy and its procedures are followed
- To ensure all staff and trustees are well informed about the policy and trained where necessary
- To ensure appropriate action is taken in response to breaches of the equality act
- To ensure the school has identified all staff and students with protected characteristics

All staff

- To recognise and deal with breaches of the equality act
- To promote equality for all
- To keep up to date with the provisions of the equality act

Complaints Procedure

If any student feels they have a complaint which falls under the equality act they should, in the first instance, report this to a responsible adult (for instance class teacher.) The principal will facilitate an appropriate response, which will be recorded and may include an investigation and report on the issue.

Promoting Equality

The school will promote equality in the following ways:

Pupil achievement and progress

- Will be monitored by protected characteristics
- Will be supported by strategies to tackle under achievement in protected characteristic groups
- Will be analysed at senior leadership level to ensure all students are making appropriate progress
- Will be valued across the whole school

The school will endeavour to

- ensure all students have equal access to extra-curricular activities

- ensure all students are offered the guidance and support they need
- challenge all discrimination as outlined in the equality act
- ensure that students on work experience or other off-site activities are treated in a fair and equal way

Religious and Cultural Diversity

- The school will use formal assemblies and group worship opportunities to celebrate awareness and understanding of faiths from around the world
- Teachers and other role models will be encouraged to share with students their experiences about what faith means to them

The Curriculum

- The school will promote equality and diversity through an inclusive curriculum
- Discrimination will be challenged in all areas of the curriculum
- Curriculum planning will take account of the needs of all
- Curriculum provision will be monitored and evaluated by senior colleagues and the SPTA core school improvement team
- Assessment outcomes will be used to revise curriculum provision where appropriate
- Teaching methods will be diverse and appropriate for all needs and learning styles
- Resourcing will reflect the need to provide equal access for all
- The school will seek to make full use of resources available within the wider community

Positive Conduct Policies

- Procedures for encouraging positive conduct and good discipline will be fair and applied equally to all.
- The school will seek to adopt best practice strategies that have been shown to reduce rates of exclusion for all
- The exclusion process will apply equally to all
- Strategies to reintegrate long term truants and excluded pupils will address the needs of students with any protected characteristics

Admissions and Transfers

- The school will adopt local authority procedures to ensure that admission is fair for all (see admissions policy for full details)
- The school will monitor and act upon data gathered about the attendance of all students but with particular reference to those with protected characteristics
- The school will recognise the need for some students to take time off for religious observance and seek to use ICT solutions to support learning during these periods

Impact Assessment

The school will monitor the impact of this policy via analysis of data collected to ensure that there is no disadvantage to those with protected characteristics within the school's activities.

A report of the impact assessment will be presented to the Governing Body on an annual basis.

