

At NeneGate School, we believe that all members of our community are equal and have an equal right to equal treatment; to communication that is respectful, polite and conducive to good relationships. Our community composes of staff, students, parents/carers, and the community in general. We are proud of our multi-ethnic, multi-racial, multi-lingual, multi-religious character and value everyone equally, respecting and celebrating their age, disability, gender, heritage, religion or language. **EVERYONE HAS A PLACE.**

School Context

Our school values the individuality of all our students and our staff. We are committed to giving all our students every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

Introductory Notes

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. Introduction of the new single equality duty includes new specific duties which are less bureaucratic and more light-touch than previous duties, requiring schools to publish equality information and objectives. Although no longer specifically required by the Equality Act, we believe that it is good practice for us to make a statement about the principles according to which we review the impact on equalities of our policies and practices, and according to which we gather and publish information, and decide on specific objectives.

This statement has been adapted from one provided by INSTED (**In**service **T**raining and **E**ducational **D**evelopment), first published in 2009 and later modified in the light of the Equality Act 2010, and of the general and specific duties that the Act entails.

Legal Framework

We welcome our duties under Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the following protected characteristics:

- Sex
- Race
- Disability
- Religion or belief (or non-belief)
- Equal orientation
- Gender identity
- Pregnancy or maternity
- Age
- Marriage & civil partnership

The Equality Act 2010 allows all schools to remain free to admit and organise students in age groups and to treat students in ways appropriate to their age and stage of development.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

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We recognise that these 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.

Guiding Principles

In fulfilling the legal obligations cited above, we are guided by nine principles that aim to protect everyone, whatever their particular protected characteristics as listed in paragraph 1 above:

Principle 1: All Learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our 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, where able.
- 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.

Principle 3: We foster positive attitudes and relationships, and shared sense of cohesion and belonging

- We intend that our 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 as well as all others.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of age, disability, ethnicity, culture, religious affiliation or non affiliation, national origin or national status, sex or sexual orientation, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between everyone.
- We engage and consult with pupils, staff, parents and carers and the local community so that we can develop our awareness and information, learn about the impact of our policies and improve what we do.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

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

Principle 6: We consult and involve widely

We engage with a range of groups and individuals 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.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Equality Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate.

Equality Objective 1

To promote spiritual, moral, social and cultural development through all appropriate curriculum opportunities, including outdoor learning.

Equality Objective 2

To monitor the achievement of all groups of pupils within school

Equality Objective 3

To educate students about the importance of racial equality and aim to eradicate instances of racial prejudice

Equality Objective 4

To promote the fundamental British Values of 'Democracy', the 'Rule of Law', 'Individual Liberty' and 'Mutual Respect' and 'Tolerance' of those with different faiths and beliefs.

Curriculum, Teaching and Assessment

The diversity of our community is addressed through our schemes of work that reflect the programmes of study of the national Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all students, regardless of ethnicity, attainment, age, disability, gender or background.

We aim to provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all students and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and values that will challenge discriminatory behaviour;
- Provide opportunities for students to appreciate their own culture or background and celebrate the diversity of others;

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- Seek to involve parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that reflect all student groupings;
- Take account of the performance of all students when planning for future learning and setting IEP's
- Make best use of all available resources to support the learning of all groups of students.

Pupils are grouped in tutor groups and teaching classes of no more than 8 and follow a curriculum that meets their individual needs. This is then also extended to vertical tutoring when pupils are involved in House days and Multi Cultural days.

Our pupils follow a creative curriculum in KS2 and Year 7 & 8. Depending on the level of need some pupils will follow a more personalised curriculum.

Reference should be made to the document 'Nenegate – Local Offer/SEN information report', which is available on our school website and by request. This details our provision as a specialist school for children and young people with SEMH difficulties.

Ethos, attitudes and organisation

In our school, we aim to tackle discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- Creating an ethos in which students and staff feel valued and secure;
- Building self esteem and confidence in our students, so that they can then use these qualities to influence their own relationships with others;
- Having consistent expectations of students and their learning;
- Removing or minimising barriers to learning, so that all students can achieve;
- Ensuring that our teaching takes into account the learning needs of all students through effective lesson planning;
- Actively tackling any form of discrimination and promoting equality through our school website, newsletters to parents, displays of work, fund raising and open door policy.
- Making clear to our students what constitutes aggressive and discriminatory behaviour;
- Identifying clear procedures for dealing quickly with incidents of discriminatory behaviour;
- Making students and staff confident to challenge aggressive and discriminatory behaviour.

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:-

- Students' progress, attainment and achievement.
- Students' 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 – delivering regular coffee mornings or afternoons
- Daily phone calls made home providing both school and home daily communication (our family liaison officer provides a firm link between school and home).
- Working with the wider community.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which 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 anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.
- Prejudices reflecting sexism and homophobia.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Staff who encounter prejudice or prejudice-related bullying are instructed to complete the specific prejudice form and pass it to the Deputy Head Teacher as soon as possible for action.

Teacher staff and teaching assistants have regular opportunity to complete up to date and relevant training in key areas that reflect the needs of the students at school.

Advance Equality of Opportunity

We are committed to working for the equality of all ethnic groups, FSM and equality of boys and girls.

Roles and responsibilities

The governing body is responsible for ensuring that the school complies with legislation and that this policy and its related procedures and action plans are implemented.

The Headteacher is responsible for implanting 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. Some of these responsibilities may be passed onto a member of the senior leadership team if this is felt to be appropriate.

All staff are expected to:-

- Promote an inclusive and collaborative ethos in their classroom.
- Deal with any prejudice-related incidents that may occur.
- Plan and deliver curricula and lessons that reflect the principles in paragraph 5 above.
- Support students in their class for whom English is an additional language.
- Keep up-to-date with equalities legislation relevant to their work.

Information and resources

We ensure that the content of this policy is available to all staff and governors and, as appropriate, to all students and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of quality, diversity and community cohesion in appropriate detail.

Religious observance

We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

Recruitment, Staff development and training

We ensure that all staff, including support, administrative staff and governors, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

The school is required to supply the Local Authority with employment data related to racial groups employed within the school.

The school committed to attracting and developing a workforce on a basis of merit.

The recruitment process will be monitored to ensure that there is no bias in terms of age, disability, ethnicity, culture, religious affiliation or non-affiliation, national origin or national status, sex or sexual orientation.

Breaches of the policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with. These are detailed in the Staff Disciplinary Policy.

Monitoring and review

The senior leadership team collect study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

In particular we collect, analyse and use the data.

We monitor the attainment and progress of all our pupils three times a year through effective differentiation and careful planning; a personalised intervention programme ensures that all pupils are able to access the curriculum and participate in all curricular and extra-curricular learning activities, thus ensuring that all students are involved in a full range of school opportunities.

Date for Review: September 2022.

Revision History

Rev. No.	Date	Changes	Sign
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