A proud member of

Equality Policy

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Approved by:	(CoG)	Date:
	(EHT)	Date:

The school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

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1. Objectives

Moorcroft Wood Academy is committed to developing, maintaining and supporting a culture of equality and diversity within all aspects of the school's work. Moorcroft Wood Academy aims to create an environment in which all staff, pupils and stakeholders are recognised as being of equal value and are able to grow and develop through equality of opportunity.

The objectives of this policy are to establish, promote and provide accountability in relation to the school's commitment to:

- Develop an ethos which respects and values all people;
- Actively promote equality of opportunity;
- Prepare pupils for life within a diverse society;
- Create an environment in which diversity is valued and celebrated;
- Eliminate all forms of unfair indirect and direct discrimination, bullying, harassment, victimisation or other repressive behaviours;
- Make reasonable adjustments and do our upmost, within available resources, to remove barriers which limit or discourage access;
- Take positive action to provide encouragement and support individuals whose progress has been limited by protected characteristics, stereotyping and cultural expectations;
- Ensure that recruitment and selection procedures and practices within the school are open, transparent and ensure that a fair selection criteria have been applied;

2. Legislation, Principles and Scope

The Equality Act (2010) provides a single legal framework designed to be more effective at tackling disadvantage and discrimination. It covers the following nine protected characteristics:

- **Age** - a person of a particular age or belonging to a particular age group;
- **Race** - a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins;
- **Disability** - 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** – A Woman, Man or Intersex;
- **Sexual orientation** - whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes;
- **Gender reassignment** – a person who has undergone the process of transitioning from one gender to another;
- **marriage and civil partnership** – regardless of between a man and a woman or a same-sex couple;
- **pregnancy and maternity** - being pregnant or expecting a baby and the period up to 26 weeks after giving birth, including breastfeeding;
- **religion and belief** - religious and philosophical beliefs, including lack of belief, which affect life choices or the way a person chooses to live.

Equality of opportunity and inclusivity are fundamental to the vision and values of Moorcroft Wood Academy. The commitment to equality and diversity is, in part, achieved through the eradication of discrimination and is implemented through appropriate policies, procedures and good practice which reflect the following key principles:

- equality and social justice;
- acknowledging and valuing diversity;
- respect for others;
- compliance with equality legislation;
- elimination of all forms of prejudice and unfair discrimination;
- active challenge to stereotypes and prejudiced attitudes;
- commitment to inclusive education and a working environment which enables and supports all pupils and staff to develop and flourish;
- commitment to the positive development of all staff and Governors, including the Lighthouse Multi Academy Trust;

- accountability for compliance with this policy by all members of the school, its community and all those engaged in school activities.

All staff, pupils and stakeholders have a duty to act in accordance with both the content and spirit of this policy and treat one another with respect and dignity at all times. Moorcroft Wood Academy will not tolerate discrimination on the basis of any of the protected characteristics listed above and will treat all instances of such conduct extremely seriously. Conduct which does not comply with this policy may be dealt with under the School's Disciplinary Processes (staff) or Behaviour Policy (pupils) as appropriate.

3. Definitions

Equality:
The Equality and Human Rights Commission describes equality as "ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born, what they believe, or whether they have a disability".

Diversity:
Diversity can be described as having or being composed of differing elements. In the context of this policy, diversity exists in both visible and non visible ways through our employees, pupils and stakeholders having physical, religious and cultural differences and varied life experiences and choices, views and perspectives. Moorcroft Wood Academy aims to foster an environment in which diversity is promoted and celebrated through inclusion, respect and appreciation of one another.

Direct Discrimination:
Direct Discrimination is the term used in law to describe a situation in which an individual is treated less favourably than someone else has been treated (or would be treated) because of a protected characteristic they have or are thought to have or because they associate with someone who has a protected characteristic under the Equality Act (Please refer to section 2). Unless there is a statutory exception, direct discrimination cannot be excused or defended in law.

Indirect Discrimination:
Indirect discrimination can occur when action is taken which appears to treat everyone equally, but which in practice leads to people from a particular protected group under the Equality Act 2010 (see paragraph 2.1 above) being treated less favourably than others. This may occur through the implementation of policies or procedures and will not be justified unless the action is needed to achieve a legitimate aim, and the means of achieving that aim are appropriate and necessary.

Victimisation:
Victimisation occurs when a person is treated less favourably because they have asserted their legal rights in line with the Equality Act (2010) or supported another individual to do so.

Harassment:
Harassment can be described as unwanted conduct related to one of the protected characteristics under the Equality Act (2010) (Please refer to section 2) which has the purpose or effect of violating the individual's dignity or of creating an intimidating, hostile, humiliating, or offensive environment.

4. Disability Discrimination

Moorcroft Wood Academy supports the ethos of the social model of disability, which attempts to remove barriers that restrict life choices for disabled people. The school encourages all employees, pupils (or their parents/carers) or stakeholders to alert a relevant member of staff if they are disabled or become disabled in order that releavnt support can be identified and offered as appropriate.

Should difficulties arise as a result of disabilities, the individual (or their parents/carers in the case of a pupil)

should speak to their respective line manager or a senior member of staff to discuss any reasonable adjustments that would help overcome or minimise the difficulty. It may be necessary for the line manager or senior member of staff to consult with other senior staff, Human Resources, the individual (and their parents/carers in the case of a pupil) and their medical adviser(s) about possible adjustments. In the case of an employee, Moorcroft Wood Academy may also seek advice and guidance from an occupational health advisor.

5. Public Sector Equality Objectives

As a school, we welcome our duties under the Equality Act (2010). The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

We are committed to ensuring equality of provision throughout the school community. To achieve this, our equality objectives are as follows:

- To establish effective systems to communicate the school's equality duties.
- To ensure that all pupils make good progress including vulnerable.
- To promote spiritual, moral, social and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.
- To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.
- To narrow any performance gaps between dynamic pupil groups in meeting Age Related Expectations (ARE)
- To promote cultural capital development and understanding through a rich range of experiences both in and beyond the school.

6. Roles and Responsibilities

The Local Governing Body:
The Local Governing Body are responsible for:

- ensuring they fulfil the legal responsibilities of the organisation in relation to equality;
- ensuring local policies adopted are designed to support equality and diversity;
- ensuring that the school and its staff adhere to the equality and diversity policy and other associated policies and procedures.

The Executive Head Teacher and Head of School:
The Executive Head Teacher and Head of School are responsible for:

- providing consistent and high-profile leadership in relation to equality and diversity;
- advancing equality and diversity by promoting a culture in which diversity is celebrated and in which discrimination and inequality are understood by all members of the community to be unacceptable;
- ensuring policies and procedures are in place to comply with all equality legislation;
- ensuring that suitable training is provided to staff regarding equality and diversity and that trainig opportunities can be accessed in a fair manner.

Senior Leaders:
Senior Leaders are responsible for:

- ensuring they promote and monitor compliance with the relevant equality and diversity policies and procedures. This is achieved by setting an appropriate standard of behaviour, led by example and ensuring that those they manage adhere to the policy and promote the aims and objectives set out in this policy;

- making sure that all staff know their responsibilities in relation to equality and diversity and receive the support and training necessary to carry them out;
- following the relevant procedures and taking action in cases of unfair discrimination, harassment, bullying or victimisation.
- Supprting the Executive Head Teacher and Head of School in ensuring that suitable training is provided to staff regarding equality and diversity and that trainig opportunities can be accessed in a fair manner.

All Employees:
All employees are responsible for:

- promoting equality and diversity through their own actions and their work within the Trust and avoiding unfair discrimination;
- ensuring pupils' knowledge and experience of diverse religious and cultural ceremonies, practices and traditions is shared in a positive way where possible;
- actively responding to or reporting to management, as appropriate any incidents of unfair discrimination which relate to protected characteristics perpetrated by pupils, other employees or stakeholders;
- keeping up-to-date with equality requirements and participating in equal opportunities and diversity training.

7. Breaches of this Policy

If an employee believes that they may have been treated in a way that is inconsistent with this policy, they are encouraged to raise the matter informally with the individual concerned or their line manager where possible. If this is not possible, or does not resolve the situation, they should raise the matter through the school's Grievance Procedures or other relevant policy where applicable.

If an employee believes the treatment of a colleague, student or stakeholder by another member of staff constitutes a breach of this policy, they should raise this directly with the individual whose conduct is of concern, or with their line manager or through the School's agreed Whistleblowing Policy.

Allegations regarding potential breaches of this policy will be taken seriously and will be investigated in accordance with the relevant policy and procedure. Employees who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under the Schools Disciplinary Policy

Pupils and/or their parents or carers are encouraged to speak to a member of staff that they trust if they feel that they or anyone else is being treated in a way that is inconsistent with this policy. Regular assemblies and other activities in school promote the roles of the adults within school and aim to create an environment in which pupils feel able to be open about their concerns.

If a student's behaviour is not consistent with the school's expectations in relation to equality and diversity, then action will be taken in line with relevant Behaviour Management processes. Ensuring a fair investigation, and an educative approach should be the focus for dealing with any student who breaches the expectations.

8. Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures;

- Holding assemblies/collective worship dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;

- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Pupil Leadership Team has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures;
- Drawing on developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

9. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or LGBTQIA+ pupils who are being subjected to homophobic, biphobic, transphobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times);
- Encouraging people who have a particular characteristic to participate fully in any activities (including provision at after school clubs).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing;
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying);
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

10. Monitoring and Review

The Local Governing Body, in conjunction with the Executive Head Teacher and Head of School, will review this policy annually.

It is the responsibility of the Governing Body to monitor the effectiveness of this policy. The Governing Body will:

- monitor pupil attainment and progress data and challenge senior leaders about how differences are being effectively diminished;
- ensure that the school's recruitment process fulfils the requirements as set out in this policy;
- liaise with the Executive Head Teacher and Head of School, and other relevant staff regarding the effectiveness of this policy;
- Ensure that any complaints from parents, staff or pupils regarding equal opportunity are addressed in a timely, fair manner;
- monitor the school's behaviour policy, to ensure that sanctions are applied consistently and fairly;

All teaching staff are expected to read and follow this policy and are responsible for ensuring its implementation.

11. Links with other Policies

This Policy is linked to:

- Safeguarding and Child Protection Policy
- Appraisal Processes
- Recruitment Procedures
- Positive Relationships Policy (Pupil)
- Code of Conduct (Staff)
- SEND Policy