

 <p>John Mason School Excellence Through Creativity</p>	John Mason School Equality Policy			
	Applicable to:	Responsible Officer	Date Adopted:	Date to be Reviewed:
	All Staff	Headteacher	January 2017	October 2019

Equality Policy

Introduction

In this policy any reference to the Governors of John Mason School or Trustees of John Mason Academy Trust is a reference to The Board of Directors of John Mason Academy Trust (JMAT) and any reference to the Headteacher of John Mason School is a reference to the Chief Executive Officer of JMAT.

John Mason School's Commitment to Equality

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

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between different groups
- educate on difference and foster good relations between different groups

We understand the principle of the act and the work needed to ensure that particular groups are not discriminated against and are given equality of opportunity.

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.

The school recognises that new Positive Action provisions in the Equalities Act 2010 allow us to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. If we decide to use these we will ensure that it is a proportionate response to achieve the relevant aim.

People Affected by this Policy

John Mason School is committed to ensuring that all people connected with the school ('the school community') are treated fairly regardless of their Sex, Gender Reassignment, Race, Religion, Disability, Sexual Orientation, Pregnancy, Marriage and Age. In the 2010 Equality Act these are known, and referred to in this policy, as the 'protected characteristics'. This includes students, staff, parents, other visitors

and governors. The school will regularly review all related policies to ensure that they are not discriminatory either in intention or effect.

The school recognises it has to make special efforts to ensure that the following groups within the school community also prosper:

- Armed Forces children
- Looked After Children (LAC) and their carers
- Travellers, refugees and asylum seekers
- Those with special educational needs
- Economically deprived or disadvantaged students

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle One – All Learners are of Equal Value

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

Principle Two – We Recognise and Respect Difference

Treating people equally (Principle One 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:

Principle Three – We Foster Positive Attitudes and Relationships, and a 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
- 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.

Principle Four – 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:

- Whatever their age

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle Five – 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:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men.

Principle Six – 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 Seven – 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 Eight – We Base Our Policies and 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.

Principle Nine – Measurable Objectives

We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

The objectives which we identify take into account national and local priorities and issues, as appropriate.

Our equality objectives are integrated into the school improvement plan.

We keep our equality objectives under review and report annually on progress

towards achieving them.

The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles.

Ethos and Organisation

We ensure the principles above apply to the full range of our 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.

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.

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.

A member of the governing body has a watching brief regarding the implementation of this policy.

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.

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 above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

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

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

Religious Observance

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

Staff Development and Training

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

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, as determined by the Headteacher and governing body.

Monitoring and Review

We 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 data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.