



EXCELLENCE
GIRLS ACADEMY
LEARNERS TODAY - LEADERS TOMORROW

Equality and Diversity Policy

Approved by:	Mohammed Ummar Azam -Chair of Governors
Reviewed by:	Laura Webb - Governor
Last reviewed:	August 2023
Next review:	August 2024

1. Aims

Excellence Girls Academy aims to meet its obligations by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools.](#)

3. Roles and responsibilities

The Governing Board will:

- Ensure that the equality information as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the implementation of this policy on a daily basis to the Headteacher

The equality link governor will:

- Meet with the designated member of staff for equality every term, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full Governing Board regarding any issues

The Headteacher will:

- Promote knowledge and understanding of equality amongst staff and pupils
- Monitor success in achieving equality aims and report back to governors

The designated member of staff for equality will:

- Support the Headteacher in promoting knowledge and understanding of equality amongst staff and pupils
- Meet with the equality link governor every term to raise and discuss any issues
- Support the Headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to promote equality as set out in this policy.

4. Eliminating discrimination

Excellence Girls Academy is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

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

- Paying due rigour to selection, recruitment, training and development processes to ensure that staff candidates are selected for their aptitude and ability.
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic 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 (e.g. encouraging all pupils to be involved in the full range of school societies)
- Actively promote equality of opportunity and anti-discriminatory practices for all pupils - Each child will be treated with equal concern and respect
- Ensure every child has the right to benefit from a broad, balanced education and adopt realistic expectations of the pupils with whom we work
- Create an environment where pupils are able to flourish best by ensuring they know what behaviours are expected from them which will allow them to learn and play freely without fear of being hurt or unfairly restricted by anyone else
- Recognise that some pupils will benefit from additional support and targeted interventions
- Provide this for all pupils through positive, non-stereotyping and accurate information on gender role, diverse ethnic and cultural groups and people with disabilities
- Set suitable learning challenges by using and providing access to a wide range of learning materials/resources i.e. books, puzzles which show positive images and examples of people from all walks of life
- Respond to pupil's diverse learning needs
- Provide support for those pupils with special education needs or disabilities
- Ensure our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled pupils or adults less favourably then we will make reasonable adjustments to accommodate the needs of disabled pupils and adults
- Avoid stereotypes or derogatory images in the selection of books or other visual materials
- Make every child feel valued and good about themselves
- Ensure that pupils have equality of access to learning
- Make reasonable adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments
- Make appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g., recognising different learning styles
- Teach pupils about a wide range of festivals
- Create an environment of mutual respect and tolerance

- Help pupils to understand that discriminatory behaviour and remarks are hurtful and unacceptable
- Ensure that pupils learning English as an Additional Language (EAL) have full access to the curriculum
- Ensure that pupils speaking languages other than English are supported in the maintenance and development of their home languages

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

6. 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 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 school council 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality considerations regarding specific groups

We recognise that there are times when an individual or group of people need additional support to assist

them in reaching their full potential. It is our aim to recognise these areas for concern and to act accordingly. We have identified particular groups and we aim to address equality in the following ways:

Class

The school values all its staff and pupils. We are not judgmental of our families regarding their employment status and all people are valued regardless of social background and social or economic needs.

We recognise that some families have difficulty paying for school trips and arrangements can be made to provide support.

It is recognised that homework can be more difficult for pupils with little space or extra responsibility at home. Staff are sensitive to these issues and invite parents to discuss difficulties so that an understanding exists between parent and teacher.

Gender

We recognise that gender discrimination is a factor in schools, businesses and workplaces. We actively encourage all pupils to achieve in every curriculum area, particularly in Science, Information Technology and Design and Technology, in order to aid with the abolition of gender stereotypes in the learning environment, the work place and at home.

We encourage all our pupils to be assertive and articulate and to be proud of their religious identity (if applicable) and to use all these values to contribute positively to society as equal British Citizens.

Our resources portray women and men, boys and girls in a wide range of roles and language used and always be non-sexist.

The school also welcomes parents, carers and staff, whatever their gender preference.

Language

We understand that pupils need time in which to feel secure and that they may experience a "silent" period. We recognise, however, that some bilingual pupils may also have special educational needs.

We also recognise pupils who are learning English as an Additional Language (EAL) have skills and knowledge about language similar to monolingual English-speaking pupils. Their ability to participate in the full curriculum may be in advance of their communicative skills in English. Bilingual pupils work with monolingual pupils who provide good role models of language use at their own level.

Bilingualism is a positive advantage and pupils are encouraged and given opportunities to use their first language.

Learning Ability

The school is proud to be a true "community school" and welcomes and provides for pupils of all levels of attainment. We recognise that all pupils are entitled to follow a broad and balanced curriculum and we aim to ensure that all pupils have access to such a curriculum.

Much time and care is put into the identification of pupils with educational needs and the planning, implementing and assessing of individual educational programmes (IEP). Pupils with an IEP or a statement of need are treated with equal respect and value.

All staff have high expectations of all pupils and there is a wide range of resources available to cater for pupils of all abilities and work is often differentiated so that pupils can achieve personal goals.

Physical Ability

The school welcomes staff and pupils with differing physical abilities. We try to use resources which challenge stereotypical views of those with different physical abilities. We ensure that terminology used to describe forms of physical ability is not offensive.

Staff are made aware of pupils' individual needs and how to cope with them (e.g. asthma attacks) in a safe, sensitive and practical way.

For more information about how the school meets the needs of pupils with differing learning or physical abilities, please see our SEND policy and accessibility plan.

Race

The UK consists of a racially diverse population and we recognise that our multi-cultural society enriches schools in a positive way.

All staff and pupils are encouraged to adopt a respectful awareness of other cultures and languages and to

be thoughtful, tactful and to examine and be critical of their own racial prejudices. It is important to remember that racism can take place on a conscious and unconscious level.

Resources we use give a positive view of our multi-racial society, encourage respect for people as individuals and present a global view of the world.

Refugees and Travellers

Refugees and travellers are welcomed in our school and we try to adopt an understanding of their own personal situation.

We understand that pupils who join mid-year may need support settling and families who may have fled their countries may have experienced great trauma. We aim to be sympathetic, non-judgmental and welcoming. It is our duty to ensure that pupils have a positive social and educational experience, whatever the time period they spend in our school.

Religion

Lessons and assemblies regarding religion give pupils opportunities to learn about the variety of world religions as part of their Spiritual, Moral, Social and Cultural development (SMSCD). Pupils are encouraged to accept and respect a variety of religious and cultural views within the religions studied. Pupils are encouraged to challenge stereotypes and discuss diversity.

Displays and resources reflect the diversity of religions and pupils are taken on visits to places of worship including churches and temples to further their understanding. Pupils are also taught to respect those who do not follow a faith.

Parents/carers have the right to withdraw their child from R.E lessons and collective worship. If a parent/carer wishes to withdraw their child, our process is that a meeting is held with the Headteacher to discuss any concerns and answer any questions. If a parent/carer still wishes to withdraw their child after having this meeting, then alternative arrangements for the child will be made when these activities are occurring.

Sexuality

The school welcomes parents, carers and staff, whatever their sexual orientation, gender reassignment, marital or civil status.

Mental health and drug/alcohol abuse

The school is sympathetic to the needs of families with mental health issues or drug or alcohol abuse. Information given to teachers is treated with sensitivity and only passed on to other members of staff who have contact with the child and may need to be aware of a home situation as part of our commitment to safeguarding.

When teaching pupils about the dangers of drug and alcohol abuse, teachers are sensitive to the experiences of pupils in their class. We aim to give information in a balanced non-judgmental way. We encourage pupils to discuss issues and develop their own opinions.

9. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Governing Body and approved by the Chair of Governors at every review.

10. Links with other policies

This document links to the following:

- Accessibility Plan
- Behavior policy
- Curriculum Policy
- Child Protection and Safeguarding policy
- Children with health needs who cannot attend school Policy
- Health and Safety policy
- SEND Policy and Information Report
- Supporting Children with Medical Conditions Policy
- PSHEE Strategy

- RSE Policy