



# Archbishop Holgate's School

A Church of England Academy

## **EQUAL OPPORTUNITIES AND ANTI-DISCRIMINATION POLICY**

*In this policy we explain how we do not tolerate discrimination in any form and work to ensure equal opportunities for all..*

Last Review Date: March 2017

Next Review Date: March 2020

Member of staff responsible: Fn – Deputy Head Teacher: Pastoral Care

Governor's sub-committee responsible: Pastoral and Curriculum

Archbishop Holgate's School is committed to developing to the full, the potential of each member of the school community, within the context set by its mission, its strategic aims, and its Christian values as a Church of England Academy.

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## Vision and Values of Archbishop Holgate's School

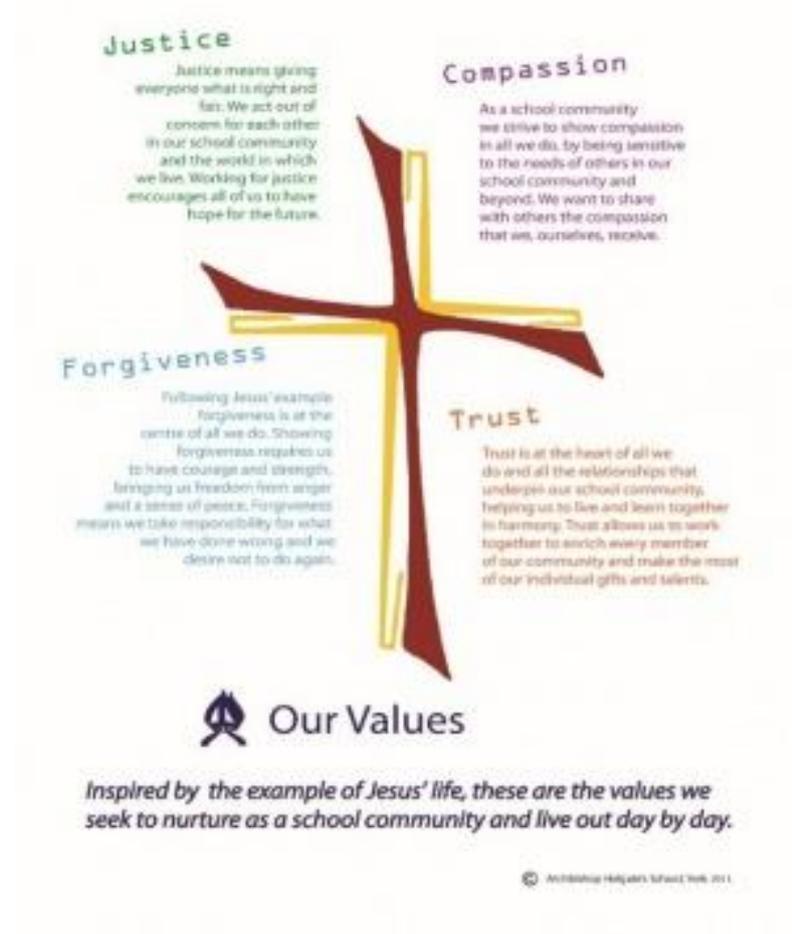
As a Church of England school we strive to ensure that all of our young people are cared for, given every opportunity to develop through academic study, to grow personally and spiritually and to live into being those Values we hold dear in our community and in wider society. Our role as a Church school is to help nurture both academic excellence and to help shape young people who can make a significant contribution to the community they serve. Key to this is a clear recognition that all students have individual gifts and talents and with support every young person can flourish.

Archbishop Holgate's School is distinctive and effective as a Church of England school because our Christian vision and values are very explicit and drive all areas of school life. Our Vision is one which combines Values, Care and Achievement.

**“A threefold cord is not easily broken.” Ecclesiastes 4:12**

Through this vision we seek to be a Church of England School which is deeply Christian. As such, the three themes of our vision, Values, Care and Achievement are deliberately expressed in that order, our distinct Christian Values help ensure that every child is cared for as an individual and this in turn will help them to succeed academically.

Our school values of **Justice**, **Compassion**, **Forgiveness** and **Trust** have been embedded across our school community and permeate all areas of school life.



This policy is to complement our vision and values and to enable the school to allow all members of Archbishop Holgate's community to live them into being every day.

## Introduction

The policy outlines the commitment of the staff and Governors of Archbishop Holgate's School to ensure that equality of opportunity is available to all members of the school community for our school. This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of students in school, celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

These include: -

- Students
- Teaching staff
- Support staff
- Parents/carers
- Governors
- Multi-agency staff linked to the staff i.e., school improvement services staff, school attendance service, inclusion support service, educational psychological service and CAMHS.
- Visitors to school

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Archbishop Holgate's School, equality is a fundamental key principle for our interactions with all people irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the student is associated.

Archbishop Holgate's School is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip students with an awareness of our diverse society and to appreciate the value of difference.

Every aspect of Archbishop Holgate's School activity has an equal opportunities dimension. This may be expressed explicitly in teaching materials and display, implicitly in classroom practice, or as part of the 'hidden curriculum' of social interaction amongst and between staff and students.

Archbishop Holgate's School's environment influences the developing attitudes of the students within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

We are committed to giving all our students and staff every opportunity to achieve the highest of standards. Within this ethos of achievement, we will adhere to the requirements of the Equality Act by not discriminating against those with a disability, race, sex, religion, belief or sexual orientation and promote equal opportunities and good relations between and amongst all. In addition, there will be no discrimination against, pregnant females or new mother, staff, learners or volunteers undergoing gender re-assignment.

We aim to ensure that all members of our community promotes the individuality of all our students, irrespective of ethnicity, attainment, age, disability, gender or background and makes a positive contribution to this policy. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people.

Our school admissions policy is equally open to students of all groups.

**Below is a list of legislation that we as a school used as our guidance when preparing this policy**

- Equality Act 2010 which has replaced all previous equality legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy applies to all staff and students, as well as volunteers in school.

## Examples of different types of discrimination

### Racism and Racist incidents

The definition of racism or a racist incident in the school, and public services in general, is one taken from the Macpherson Report following the death of Stephen Lawrence. Racism and a racist incident are thus defined as:

“conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin. In its more subtle form it is as damaging as in its overt form”. The report also states that a racist incident is “..... **any incident, which is perceived to be racist by the victim or any other person**”.

The Commission for Racial Equality gives the following examples of racist incidents:

- physical assault
- derogatory name calling
- racist graffiti
- provocative behaviour such as wearing racist badges and insignia
- bringing racist materials into school
- verbal abuse or threats
- incitement of others to behave in a racist way
- ridicule for cultural difference such as language or food
- damage to property
- lack of cultural awareness leading to inappropriate form of address
- refusal to cooperate with others because of their race, colour, ethnicity or language
- racist comments in lesson discussions

This list is not exhaustive.

For staff dealing with racist incidents there are four key rules, which should be followed:

- Be available.
- Take the incident seriously.
- Record in writing the information given to you.
- Be seen to follow up the incident.

The school has procedures in place for dealing with incidents of racial harassment. Any such incidents should be reported to Mr Daniel Furniss. All incidents of racial harassment are recorded and investigated.

### Disability

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls ‘a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities’.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered.
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis.
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.

Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

The other tests to apply to decide if someone has the protected characteristic of disability are:

- The length the effect of the condition has lasted or will continue: it must be long term. 'Long term' means that an impairment is likely to last for the rest of the person's life, or has lasted at least 12 months or where the total period for which it lasts is likely to be at least 12 months. If the person no longer has the condition but it is likely to recur or if the person no longer has the condition, they will be considered to be a disabled person.
- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience.
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home.
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

Reasonable adjustments and when they have to be made

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Schools and LAs are under the same reasonable adjustment duty, there should be no assumption that where it is unreasonable for a school to provide an auxiliary aid or service, for example on cost grounds, it would then be reasonable for the local authority to provide it. All decisions would depend on the facts of each individual case. If an adjustment is reasonable then it should be made and there can be no justification for why it is not made. Schools will not be expected to make adjustments that are not reasonable.

For those students with a 'temporary disability' eg broken leg, the school works with the students and their parents to provide the best education available. This might on very rare occasions be working at home (in which case the school will provide work) or as in most cases by developing a support plan in school which might consist of for example lessons in downstairs classrooms and working in our Learning Support Centre. The plan will be developed on a case by case basis.

## **Gender and Sexual Orientation**

The staff and students accept the equality of the sexes and of those with different sexual orientations or non-binary gender and will avoid and discourage stereotyping. Organisation and practice in the school will need to reflect this. To this end, the academy will aim to:

- i) ensure all subject option choices are available and appropriate for all students.
- ii) provide careers education, guidance and information which is free of gender and sexual orientation bias.
- iii) actively support students seeking non-traditional employment or training.
- iv) ensure that classroom activities such as discussion and questioning is equally shared between all, regardless of gender or sexual orientation.
- v) take account of and avoid bias and stereotyping on the grounds of gender or sexual orientation when selecting teaching materials and resources

- vi) ensure that display material and work is free from gender or sexual orientation bias and is drawn equally from both sexes.
- vii) ensure that expectations of behaviour, disciplinary sanctions and rewards are the same for all.
- viii) address all instances of gender or sexual orientation biased statements and behaviour.
- ix) The organisation will identify, consider and make any reasonable adjustments to facilities such as toilets and changing facilities as needed.

### **Religion and Creed**

Whilst the academy is a distinctively Christian institution, it is open to people with other religious beliefs or none. The academy accepts the safeguards laid down in law in this area which protect the individual's right of conscience. It would encourage as full a participation in the life of the academy as possible on the grounds that the academy aims to:

- i) encourage respect and tolerance towards people who hold different or no religious beliefs
- ii) promote study of other great Faiths of the world as part of the whole curriculum offered to all students of the academy (see the Diocesan guidelines on the teaching of RS)
- iii) ensure that students are offered the opportunity, in a supportive atmosphere, to study and discuss diversity within religion and its common elements.

### **Ability**

The staff and students accept that the process of learning is more difficult for some people than for others. Irrespective of learning ability, all students will be equally valued. The academy maintains a separate policy on meeting the special educational needs of students. In addition, it will through its organisation and practice aim to:

- i) support students with learning difficulties, encourage them and raise their self-esteem.
- ii) ensure access to the full range of the curriculum for all students.
- iii) raise awareness of the skills required to meet a diversity of student needs.
- iv) provide a training programme addressing the area of providing and accepting learning support in the classroom.
- v) ensure that relevant careers guidance, advice and information is available to all students.
- vi) maintain an awareness of all appropriate routes available at 16+
- vii) ensure mobilisation of all available support resources, both internal and external.
- viii) ensure that the needs of students who are able, gifted and/or talented are met.
- ix) enable access for physically disabled people.

### **Social Background**

The staff and students recognise the fact that people have diverse social origins with an associated range of cultural values and beliefs. There will be instances when this factor contributes to differences in financial status. With this in mind, the school will aim to:

- i) accept the validity of a range of cultural values.
- ii) ensure that no student is denied access to the curriculum or activities of the academy as a result of financial hardship.

## **Monitoring and Evaluation**

Equality is identified as an area requiring careful and ongoing monitoring in the School Improvement plan and due regard is given promotion of all aspects of equality within the School Development Plan.

The person on the staff responsible for co-ordinating the monitoring and evaluation is Mike Williams. He will be responsible for:

- Leading discussions, arranging training, keeping staff updated to discuss equalities within the school community.
- Working closely with the governor responsible for this area who is Samantha Pugh.

We regularly review the impact of our policies on the needs, entitlements and outcomes for students, staff and parents from the equality strands referred to in this policy. We pay specific reference to the impact that our policies have on the attainment of students from different groups.

We make regular assessments of students' learning and use this information to track students' progress, as they move through the school. As part of this process, we regularly monitor the performance of different groups, to ensure that all groups of students are making the best possible progress. We use this information to adjust future teaching and learning plans, as necessary.

School performance information is compared to national data and Local Authority data, to ensure that pupils are making appropriate progress when compared to all schools, and to schools in similar circumstances. Student progress is discussed in the Governors curriculum sub committee.

As well as monitoring student performance information, we also regularly monitor a range of other information. This relates to:

- Exclusions and truancy
- Incidents of racism, disability, homophobic, sexist incidents and all forms of bullying
- Parental involvement (at Parents' Evening, Progress Reviews and Year 8, 9 option and Year 11 post 16 meetings)
- Attendance data

Our monitoring activities enable us to identify any differences in student performance. This allows us to take appropriate action to meet the needs of specific groups and to set targets in our strategic plan, in order to make the necessary improvements.

## **Promoting Equality through the Curriculum**

### **Learning and Teaching**

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 and religions and celebrate the diversity of other cultures;
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions;
- Develop student advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality;
- Ensure that the curriculum covers issues of equalities, diversity, religion, human rights and inclusion;
- All subject departments, where appropriate, promote and celebrate the contribution of different ethnic groups to the subject matter;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that involve all student groupings; Take account of the performance of all students when planning for future learning and setting challenging targets as documented in the Department Improvement Plans and the School Improvement Plan;
- Make best use of all available resources to support the learning of all groups of students;
- Identify resources that support staff development.

### **Learning Environment**

There is a consistently high expectation of all students regardless of age, gender, ethnicity, ability or social background. All students are encouraged to improve on their own achievements and not to measure themselves against others.

To secure the desired outcomes we recognise:

- Teacher enthusiasm and skill is a vital factor in achieving a high level of motivation and good results from all students;
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- The school places a very high priority on the provision for special educational needs and disability. We aim to meet all students' learning needs including the more able;
- The school provides an environment in which all pupils have equal access to all facilities and resources;
- All students are encouraged to be actively involved in their own learning;
- The Teaching and Learning partnership shares good practice with regard to the range of teaching methods to be used throughout the school to ensure that effective learning takes place at all stages for all students.
- That our curriculum must be differentiated to ensure that all students can achieve success and make significant progress

At Archbishop Holgate's School, we aim to ensure that our:

- Planning reflects our commitment to equality in all subject areas and cross curricular themes promoting positive attitudes to equality and diversity;
- Students will have opportunities to explore concepts and issues relating to identity and equality;
- All students have access to qualifications which recognise attainment and achievement and promote progression.
- Ethos and Atmosphere
- At Archbishop Holgate's school, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community;
- Visitors comment on the friendly and 'openness' of atmosphere which welcomes everyone to the school;
- Provision is made to cater for the spiritual needs of all the students through planning of both assemblies, classroom based and externally based activities.

## **Resources and Materials**

The provision of good quality resources and materials within Archbishop Holgate's School is a high priority. These resources should:

- Reflect "the reality of an ethnically, culturally and sexually diverse society";
- Reflect a variety of viewpoints;
- Show positive images of males and females in society including people with disabilities;
- Reflect non-stereotypical images of all groups in a global context;
- Include materials to raise awareness of equal opportunity issues;
- Be equally accessible to all members of school community consistent with health and safety;
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials.

## **Language**

We recognise that it is important at Archbishop Holgate's school that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes;
- Does not offend;
- Creates and enhances positive images of particular groups identified at the beginning of this document;
- Creates the conditions for all people to develop their self esteem;
- Uses correct terminology in referring to particular groups or individuals e.g. Inuit rather Eskimo, Native Americans rather than Red Indians.

The school views linguistic diversity positively. Students and staff must feel that their natural language is valued. Student and staff names will be correctly pronounced.

Language used in documents will reflect and promote equal opportunities and font style and size account of the full range of readers; and access to documentation such as alternative formats such as, large print and languages other than English, British Sign Language if spoken or read at home will be provided when requested. This aspect forms part of the Access Plan. Parents are consulted on their child's entry to school whether the parents have specific access needs.

### **Provision for Bilingual Pupils**

Contact is made with the Cluster TEMS Worker .Their teaching programmes and guidelines are shared with staff for any student who is in the early acquisition of English. We undertake at Archbishop Holgate's school to make appropriate provision for all EAL/bilingual children/groups to ensure access to the whole curriculum. These groups may include:

- Traveller and Gypsy Roma children;
- Those from refugee families;
- Pupils whom English is an additional language;
- Pupils who are new to the United Kingdom.

### **Personal Development and Pastoral Guidance**

- Heads of Year, Pastoral Support Workers and form tutors take account of disability needs, gender, religious and ethnic differences and the experience and needs of particular groups such as Gypsy Roma and Traveller, refugee and asylum seeker students;
- All students are encouraged to consider the full range of career opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race;
- All students/staff/parents/carers are given support as appropriate when they experience discrimination. We also recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore where appropriate remedial work is done to ensure that the actions do not occur again. All forms of discrimination by any person within the school's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing and equipment are forbidden in school.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Staffing and Staff Development**

We recognise the need for positive role models and distribution of responsibility among staff. We aspire to include student's access to a balance of male and female staff at all key stages. We undertake to encourage the career development and aspirations of all individuals. It is our policy to provide staff with training and development, which will increase awareness of the needs of different groups of students in the various dimensions of equality of opportunity.

### **Staff Recruitment and Professional Development**

It is Archbishop Holgate's School's policy to treat job applicants and employees fairly and equally in the same way, regardless of their sex, sexual orientation, age, race, marital status, ethnic origin or disability. Further, the school will monitor the composition of the workforce and introduce positive action if it appears that this policy is not fully effective.

### **Procedure**

1. Archbishop Holgate's School is an equal opportunity employer. Equal opportunity is about good employment practices and efficient use of our most valuable asset, our employees. Every manager and employee has *personal* responsibility for the implementation of the policy. Any instance of doubt about the application of the policy, or other questions, should be addressed to the Headteacher/Deputy Head, as should any requests for special training.
2. Archbishop Holgate's School will not discriminate on grounds of sex, marital status, ethnic origin, colour, nationality, disability, age, religious and cultural differences.

3. The policy applies to the advertisement of jobs, recruitment and appointment to them, training, conditions of work, pay and to every aspect of employment. The policy also applies equally to the treatment of our clients, pupils and parents. Staff involved in recruitment in particular should request training if they have any doubt about the application of this policy. Systems are in place to monitor this policy.
4. Employees should note that the imposition of a condition or requirement which has an adverse impact on someone, because his or her sex, race, marital status or age is more likely to be affected by it, will also be unlawful unless it can be justified on grounds of business need.
5. Employees who are disabled or become disabled in the course of their employment should inform, and may also wish to advise, Archbishop Holgate's School of any "reasonable adjustments" to their employment or working conditions which they consider to be necessary or which they consider would assist them in the performance of their duties,. Careful consideration will be given to any proposals of this nature and, where reasonable and reasonably practicable, such adjustments will be made. There may however be circumstances where it will not be reasonable or reasonably practicable for the School to accommodate those proposals and where less favourable treatment may be justified in accordance with the statutory provisions. (See also Archbishop Holgate's School Disability Policy).
6. Any member of staff may use the grievance procedure to complain about discriminatory conduct. If the matter relates to age, sexual or racial harassment or harassment on the basis of disability then the grievance may be raised directly with the Headteacher in the first instance, but ideally with your immediate line manager. Archbishop Holgate's School is concerned to ensure that staff feel able to raise such grievances and no individual will be penalised for raising such a grievance unless it is untrue and made in bad faith. Misuse of the grievance procedure will not be tolerated and will see escalation to the Chair of Governors.

### **Discipline**

Any employee who harasses any other employee on the grounds of race, sex, disability, age, sexual orientation or gender realignment will be subject to Archbishop Holgate's School's disciplinary procedure. In serious cases, such behaviour will be deemed to constitute gross misconduct and, as such, will result in summary dismissal in the absence of mitigating circumstances.

### **Monitoring**

All employees and job applicants will be asked to complete a form denoting their age, sex, race, ethnic origin and any disabilities. Archbishop Holgate's School guarantees that this form will be used for the purpose of monitoring the effectiveness of its equal opportunities policy only. Monitoring will take place by analysing data and the workforce profile will be used to help monitor equal opportunities. Analysis will be made of the use of all employment policies.

### **Positive Action**

The composition of the workforce and of job applicants will be monitored on a regular basis. Should inequalities become apparent, positive action will be taken to redress the imbalance.

### **Harassment and Bullying**

It is the duty of our school to challenge all types of discriminatory behaviour e.g.:

- Unwanted attentions (verbal or physical, cyber);
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender). The school has a clear, agreed procedure for dealing with incidents such as these;
- The Personnel sub-committee of the Governing Body monitors any incidents and actions taken, of racist ,of homophobic bullying; and
- All incidents of racist or homophobic bullying amongst students will be taken seriously and must be dealt with appropriately and reported to the appropriate senior member of staff and governors.
- All staff have a legal duty not to bully or otherwise harass other staff;
- Serious breaches of this policy may be regarded as misconduct and will be heard through the school's disciplinary procedures.

## **Partnerships with Parents/Carers and the Wider Community**

We aim to work in partnership with parents to help all students to achieve their potential. We wish to affirm our continuing commitment to reach out to all diverse groups within our immediate community and beyond. We would do this by:

All parents/carers being encouraged to participate at all levels in the full life of the school;

- Setting up as part of the schools commitment to equality and diversity, a forum made up of members of the school community including pupils, staff, local community members, parents/carers, local faith groups and local disability groups to support the school with matters related to its equalities duties;
- Encouraging members of the local community to regularly join in school activities e.g. sustainability, black history month celebrations, Eid celebrations.

## **Responsibility for the Policy**

In our school, all members of the school community have a responsibility towards supporting the equality agenda. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community;
- The school's Equality policy is maintained and updated regularly;
- That procedures and strategies related to the policy are implemented;
- The Link Governor for Safeguarding will have an overview, on behalf of the governing body, on all discrimination incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to all said incidents.

The Headteacher and Senior Leadership is responsible for:

- Along with the Governing body, providing leadership and vision in respect of equality;
- Overseeing the implementation of the Equality Policy;
- Co-ordinating the activities related to equality and evaluating impact;
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to racist incidents, discrimination against persons with a disability and sexual harassment and discrimination.

All staff are responsible for:

- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping;
- Not discriminating on grounds of race, disability, sex, religion, belief or sexual orientation; pregnant or new mothers, anyone undergoing gender reassignment;
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider.

We ensure that the commitments embodied in our mission statement for equality permeate the full range of our policies and practices:

- Equal opportunities 2015;
- Accessibility Plan 2015–2018;
- Students' progress attainment and assessment;
- Behaviour discipline and exclusions;
- Students' personal development and pastoral care;
- Teaching and learning;
- Induction;
- Admissions and attendance;
- The curriculum;
- All subjects;
- Staff recruitment and retention;

- Governor/staff training and professional development;
- Partnerships with parents/carers and communities;
- Visits and visitors.