

Whole School Equality Policy

This policy applies to Mount Street Academy, Lincoln Carlton Academy, Benjamin Adlard Primary School and the Kyra Teaching School.

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1. Introduction ¶

Our schools welcomes staff, workers, volunteers, pupils, parents, applicants and governors from all different ethnic groups and backgrounds. We provide for pupils of different abilities and who are wholly or mainly drawn from the area in which the school is situated. The term **School Community** includes staff, governors, pupils, parents, visitors and volunteers.

Aims: The School recognises the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others. The School is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the School Community. In the provision of equal opportunities, the School recognises and accepts its responsibilities under the law and opposes discrimination on the basis of:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief (including lack of religion or belief)
- gender
- sexual orientation and (in the case of adult members of the School Community)
- marital or civil partnership status; and
- age

These can be called the **Protected Characteristics**. The School also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language.

The School aims to ensure that all policies and practices conform with the principle of equal opportunities and comply with the public sector equality duty set out in section 149 of the Equality Act 2010.

2. Publication ¶

This policy will be available on the school website and on request from school office. This

policy can be made available in large print or other accessible format if required.

3. Related policies ¶

This policy is consistent with all of the School's policies, including the Admissions policy, Behaviour and Discipline Policy, Uniform policy, Anti-bullying policy, Disability policy, Special Educational Needs Policy and our Accessibility plan, all of which are available on our school website.

4. Scope ¶

This policy applies to all members of the current and prospective School Community. There is also an [equal opportunities policy for Staff](#).

5. Policy Aims ¶

Through the operation of this policy we aim to

- communicate the commitment of the School to the promotion of equal opportunities
- promote equal treatment within the School for all members of the School Community
- create and maintain an open and supportive environment which is free from discrimination
- foster mutual tolerance and positive attitudes so that everyone can feel valued within the School
- remove or help to overcome barriers for pupils where they already exist
- ensure that there is no unlawful discrimination against any person on any ground listed under Protected Characteristics above
- make it clear that, and ensure, that all discriminatory words, behaviour and images are treated as unacceptable
- take reasonable steps to avoid putting disabled people at a substantial disadvantage (the **Reasonable Adjustments** duty)

set out how we will publish information to demonstrate our equality commitments
set out details about our school equality objectives

6. Public Sector Equality Duty ¶

The School is committed to promoting equality and when carrying out our functions, in accordance with the Public Sector Equality Duty, we will have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic and those without
- foster good relations between people who share a protected characteristic and those who do not.

7. Forms of Discrimination ¶

Types: Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

Direct discrimination: Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out above. For example, rejecting an applicant of one race because it is considered they would not "fit in" on the grounds of their race would be direct discrimination. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that pupil.

Indirect discrimination: Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot

be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.

Discrimination arising from disability: Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be proportionate means of achieving a legitimate aim. For example where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

8. Admission ¶

Applicants: The School accepts applications from, and admits pupils irrespective of their Protected Characteristics and will not discriminate on these grounds in the terms on which a place is offered. The School will treat every application in a fair, open-minded way.

Admissions policy: The School's admissions policy reflects the School's approach towards equal opportunities and is consistent with this policy.

9. Education and associated services ¶

Equal access: The School will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their Protected Characteristics, subject to considerations of safety and welfare as set out below.

Positive action: The School may afford pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.

10. Exclusions ¶

The School will not discriminate against any pupil by excluding him or her from the School, or by subjecting him or her to any other detriment, on the grounds of his or her Protected Characteristics.

11. Teaching and School materials ¶

Efforts are made to recognise and be aware of the possibility of bias (for example gender or racial), so that this can be eliminated in both the School's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

12. Pupil interaction ¶

All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their Protected Characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the School, and pupils will be encouraged to question assumptions and stereotypes.

13. Bullying ¶

The School will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:

- bullying relating to race, religion, belief or culture
- bullying related to SEN, learning difficulties or disabilities
- bullying related to appearance or health conditions
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

The School's [anti-bullying policy](#) contains more details about the School's anti-bullying practices.

14. Religious belief ¶

The School's religious ethos, services and School timetable are set in accordance with the Christian tradition, but the School respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the School Community as a whole and considerations of safety and welfare.

15. Disability and special educational needs ¶

Our approach: We are an inclusive School which welcomes members of the School Community with disabilities and special educational needs. We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of the School and we will not treat a member of the School Community less favourably on these grounds without justification. At present, our facilities, physical and otherwise, for the disabled and those with special educational needs are limited. However we will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. Our disability policy and special educational needs policy are consistent with this policy. These are available on the school website.

Definitions: Children have 'special educational needs' if they have a learning difficulty which calls for special educational provision to be made for them. A disability is a physical or mental impairment which has a "*substantial and long term adverse effect*" on a person's ability to carry out normal day-to-day activity (Equality Act 2010).

Reasonable adjustments: The School has an on-going duty to make reasonable adjustments for disabled pupils and pupils with special educational needs in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all aspects of School life, for example: the curriculum, classroom organisation and timetabling, access to School facilities, clubs and visits, School sports and School policies.

The School is not legally required to make adjustments which include physical alterations to the building.

In making reasonable adjustments, the School is required to provide auxiliary aids and services for disabled pupils. The School will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.

16. Informing the School ¶

Parents of pupils should notify the Executive Headteacher/Headteacher in writing if they are aware or suspect that the pupil (or prospective pupil) has a disability or if they (either parent), the pupil (or prospective pupil), or any close relations have at any time had, or has a learning difficulty. Parents should provide copies of all written reports and other relevant information upon request. Providing the School with such information will enable the School to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. The School will have due regard to any request made by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

17. Access ¶

The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the School will take steps to improve access for disabled users of the premises. The School has an [Accessibility Plan](#), which is reviewed annually and is available on the school website.

Special Educational Needs Co-ordinator(**SENDCo**): The School's Special Educational Needs Co-

ordinator is Mrs Ruth Clark (Mount Street Academy and Lincoln Carlton Academy, and Mrs Debbie Glover at Benjamin Adlard Primary School.

18. Pupils with statements of special educational needs / Education Health and Care Plan (EHCP) ¶

The [School's policy on special educational needs](#) includes details about the welfare and educational provision for pupils with Statements of Special Educational Needs or an Education Health and Care Plan.

19. Pupils with English as an additional language (EAL) ¶

Pupils with English as an Additional Language will receive additional learning support if necessary. The School will consult with the pupil and the parents as appropriate. Linguistic diversity is positively recognised.

Language and culture: The School will ensure that:

- home-School links are made to involve parents directly in the work of the School;
- interpretation and translation services are made available as quickly as possible;
- links are established within the local community;
- staff work effectively with other local services;
- learning support for ethnic minority pupils is efficient and effective;
- provision is made for the spiritual, moral, social and cultural education, supported by appropriate resources and information; and
- pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from cultures other than their own.

20. Responsibilities ¶

All members of the School Community are expected to comply with this policy and therefore to treat others with dignity at all times.

Overall responsibility: The Lincolnshire Strategic Board has overall responsibility for the

effective operation of the School's Equality policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Lincolnshire Strategic Board has delegated to the Executive Headteacher/Headteacher day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

Management: Those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities in light of the public sector equality duty.

Senior management: The senior management team is responsible for ensuring that appropriate arrangements to monitor the performance of potentially disadvantaged pupils are in place. Arrangements include:

- identifying and investigating any patterns in exclusions and poor attendance;
- monitoring differences in attitudes to School, work and other pupils;
- addressing harassment and bullying;
- evaluating performance among different groups;
- the impact of any additional support.

21. Monitoring and review ¶

Monitoring: To ensure that this policy is operating effectively with respect to admissions, and to identify those sections of the local community which may be under-represented in the School, the School monitors applicants' gender, race, disability and religion or belief as part of the Admissions procedure. We also monitor achievement, exclusions and bullying incidents against gender, race, disability and special educational need. We maintain records of this data in an anonymised format for the purposes stated in this policy.

Review: The Executive Headteacher/Headteacher is responsible for the ongoing monitoring and regular analysis of the data monitored in accordance with this policy and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination where necessary. Executive Headteacher/Headteacher is also responsible for reviewing whether the aims of this policy are carried out throughout all areas of the School and taking appropriate action where necessary. This policy is reviewed annually by Executive Headteacher/Headteacher. Recommendations for any amendments are reported to the

Board of Trustees.

22. Reporting and recording incidents of discrimination ¶

Questions about this policy: If you have any questions about the content or application of this policy, you should contact the Executive Headteacher / Headteacher.

Complaints: If you believe that you have received less favourable treatment on any of the unlawful grounds listed above, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the School's formal Complaints Procedure. For a copy of the [School's complaints procedure](#), please refer to the School's website. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints procedure.

Reports: If you would like to report a breach of this policy that does not constitute a complaint under one of the grounds listed above, please contact Executive Headteacher / Headteacher.

Enforcement: We will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the School Community who is found to have acted in contravention of this policy.

Record: All reported breaches of this policy will be recorded and this record will be reviewed annually by the Executive Headteacher / Headteacher.

Reviewed by: Marie-Claire Bretherton

Provision Committee Review Date: Tuesday 01st September 2015

Governing Body Review Date: Thursday 21st July 2016

Originally created on Friday 20th January 2017