



Equal Opportunities Policy: Pupils
Gentleshaw Primary Academy

1. Contents

2.	Version control.....	3
3.	Introduction.....	4
4.	Roles and responsibilities	4
5.	Data protection	5
6.	Protected characteristics.....	5
7.	Sex	6
8.	Race and ethnicity	6
9.	Disability	7
10.	Religion and belief	7
11.	Sexual orientation	8
12.	Looked after children (LAC)	8
13.	The Curriculum	8
14.	Promoting inclusion	9
15.	Supporting pupils with medical conditions.....	9
16.	The Public Sector Equality Duty.....	9
17.	Bullying and discrimination.....	10
18.	Staff training	10
19.	Breaches of the policy.....	10
20.	Monitoring & review	11
21.	Appendix 1 Accessibility Plan Template	Error! Bookmark not defined.

2. Version control

Date	Version	Revision	Owner
03/12/2019	1.0	New Policy	Future Generation Trust Policy Team
10/11/2020	2.0	Annual review of policy	Future Generation Trust Policy Team
26/11/21	3.0	Scheduled review of policy	Future Generation Trust Policy Team

3. Introduction

Future Generation Trust understand that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential and to promoting mental wellbeing amongst our pupils. We have developed this policy to provide a clear framework for how we will achieve our aims at each academy.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources.
- Using key data indicators to understand the needs and characteristics of each academy.
- Promoting community cohesion.
- Promoting parental engagement.
- Investing in regular staff training.
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics.
- Regularly reviewing our equality policy to ensure it reflects current trends and issues.

4. Roles and responsibilities

Each **Local Governing Body** (LGB) will be responsible for ensuring the academy complies with this policy and takes all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:

- Admissions.
- The way the academy provides an education for pupils.
- How pupils are provided with access to benefits, facilities and services.
- The exclusion of a pupil or subjecting them to any other detriment.

Each **Headteacher** will:

- Implement this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Consider any reported incidents, with a view to improving procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

All **employees** will:

- Be familiar with the content of this policy and will carry out their duties relating to equal opportunities and inclusivity pertaining to their specific roles.
- Be alert to the possible harassment of pupils, both inside and outside of the academy.
- Deal with incidents of harassment and/or discrimination as the highest priority.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.

5. Data protection

Everyone has rights with regard to the way in which their personal data is handled. During the course of our activities as a Multi-Academy Trust we will collect, store and process personal data about our pupils, workforce, parents and others.

We are committed to the protection of all personal data and Future Generation Trust have published a **Data Protection Policy** which details our practices and procedures with regard to data protection. In summary, each academy will:

- Adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and processed fairly and lawfully.
- Gain consent from pupils and parents before any sensitive personal data is processed.
- Respect all pupils' right to privacy and will not disclose a pupil's or parent's trans status or sexual orientation to any other pupils, staff members or third parties.

6. Protected characteristics

We will not discriminate against, harass or victimise any pupil, prospective pupil, employee or other member of the academy community because of their:

- Sex.
- Age.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our academies are committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

We will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated or because of a

characteristic which they are believed to have, even if the belief is mistaken. How this is achieved is explained further in the Trust's **Equality Objectives Statement**.

We will regularly review our practices and procedures to ensure that they are fair with regard to all the protected characteristics listed above.

7. Sex

We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes. To achieve this:

- There may be occasions where we deem it necessary to teach some subjects in single-sex classes, such as RSE (Relationships and Sex Education), but we will ensure that such classes do not give pupils an unfair disadvantage when compared to pupils of the other sex in other classes.
- The academy will only separate pupils by sex where there is reasonable justification or if one of the following applies:
 - Pupils will suffer a disadvantage connected to their sex
 - One sex has needs that are different from the needs of the other sex
 - Participation in an activity of one sex is disproportionately low
- The academy will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.
- Pupils will be offered an equal opportunity to undertake any activity in the academy.
- Occasions where boys and girls are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind segregation.
- Where a subject is taught in a single-sex class, pupils undergoing gender reassignment will be allowed to attend the single-sex class that corresponds with the gender they identify with.
- Pupils' age and stage of development will be taken into consideration before segregating sports teams.
- Both sexes will have equal opportunities to participate in comparable sporting activities; where segregation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

Where a pupil may wish to identify with another gender the academy will liaise fully with parents and health professionals to act in an appropriate and supportive manner.

8. Race and ethnicity

We will ensure that pupils of all races and ethnicities (including those who have English as an additional language) are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our practices to ensure that they are fair.

We will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

We may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

9. Disability

We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our practices to ensure they are fair.

We will ensure that we do not discriminate against pupils with a disability by implementing a rule for all pupils that could have an adverse effect on pupils with disabilities only (for example, making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will ensure that we do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for him/her to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC (Education and Health Care) plan.

We will meet our duty to undertake accessibility planning for pupils with disabilities and ensure that each academy produces an **Accessibility Plan** and reviews this every 3 years.

Each Academy also adheres to the Trust's **Special Educational Need and Disability Policy** containing further information addressing equal opportunities for pupils with SEND.

10. Religion and belief

We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our practices to ensure that they are fair.

We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the Trust's **Attendance Policy**.

Each academy will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

11. Sexual orientation

We will ensure that the children of gay, lesbian or bi-sexual parents, are not singled out for different or less favourable treatment from that given to other pupils, regularly reviewing our practices to ensure that they are fair.

RSE lessons will be taught in accordance with the Trust's **Relationships and Sex Education Policy**.

We will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

The opportunity for pupils to discuss issues regarding sexual orientation without fear of discrimination will be facilitated by the supportive, positive pupil-teacher relationships that permeate each academy.

12. Looked after children (LAC)

LAC, and previously LAC (PLAC), will be given the highest priority for admissions, as per the requirements of our **Admissions Policy**.

We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created, and implemented, for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

We will ensure that any SEND that a LAC or PLAC has, are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

13. The Curriculum

We believe that pupils should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a pupil may have.

We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination, and the promotion of prejudicial stereotypes.

The observation of inclusive teaching strategies is a key aspect of the Senior Leadership Team's annual programme of monitoring at each academy.

We will respect the right of parents to withdraw their child from RSE.

14. Promoting inclusion

We will promote inclusion and equality at each academy through:

- Ensuring that pupils are called by their preferred names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our LGB's and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extra-curricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

15. Supporting pupils with medical conditions

We will ensure that any medical conditions related to a pupil with a protected characteristic is fully supported in line with our **Supporting Pupils with Medical Conditions Policy**.

16. The Public Sector Equality Duty

We will meet our duty by publishing an **Equality Objectives Statement** (at least every four years) outlining how we may further equality in our Trust and its academies.

In addition, each academy will:

- Display a poster of the nine protected characteristics cited in the Equality Act 2010, as appended to the Trust's **Equality Objectives Statement**.
- Produce an **Accessibility Plan**, utilising the Future Generation Trust template (Appendix 1).
- Include specific equality targets in **Whole School Development Plans** and report annually on progress to the LGB.

17. Bullying and discrimination

Our **Behaviour and Anti-Bullying Policy** will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our **Child Protection & Safeguarding Policy**.

It is the responsibility of the Headteacher to decide whether it is appropriate to notify social services, and/or the police, of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our **Complaints Policy & Procedure**.

18. Staff training

New staff will receive relevant training on the provisions of this policy during their induction.

Whole-school staff training will be delivered in-house on a regular basis.

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for Class Teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics. Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.

19. Breaches of the policy

Issues relating to elements of this policy not being adhered to will be addressed by other appropriate Future Generation Trust policies. For pupils this will be the **Behaviour and Anti-Bullying Policy**. For employees this will be the **Child Protection & Safeguarding Policy** and/or **Staff Discipline, Conduct & Grievance policies and procedures**.

20. Monitoring & review

This policy will be reviewed every two years and updated where appropriate, taking into account any new legislation and government guidance.

Policy adopted on: 9 December 2021

Review date: December 2024

Signed: Fliss Dale

Designation: Chair of Trust Board