



## Equalities Policy

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### **Policy statement on equality and diversity**

The School will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of disability, gender, race, age, religion or belief, and sexual orientation.

Equality and diversity are integral to the School's priorities and objectives. We will support inter-faith and inter-cultural understanding and engage all students in playing a full and active role in wider engagement with society.

## **Aims and Objectives:**

### **Statement**

The Mosslands School is an inclusive school where we focus on the well-being and progress of every student and where all members of the school community are equally valued.

Since the Equality Act 2010 came into effect in April 2011 there is no longer a requirement for schools to draw up and publish equality schemes or policies. However, we believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. 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.

We are committed to promoting equality of opportunity and respect for the diversity of everyone: in relation to the services we provide, our employment practices and arrangements we enter into with our partners.

We can promote equality and diversity by:

- Treating all staff and students fairly creating an inclusive culture for all staff and students
- Ensuring equal access to opportunities to enable students to fully participate in the learning process
- Enabling all staff and students to develop to their full potential
- Equipping staff and students with the skills to challenge inequality and discrimination in their work/study environment
- Making certain that any learning materials do not discriminate against any individuals or groups
- Ensuring sure policies, procedures and processes don't discriminate

The duty to promote equality, as defined within the Act covers race, disability, gender, age, religion or belief and sexual orientation along with pregnancy or maternity and gender reassignment. These are known within the Equality Act as 'protected characteristics'. It requires all schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate harassment and victimisation
- Promote equality by recognising and celebrating differences between people
- Encourage disabled people's participation in public life
- Take steps to take into account people's disabilities, even where that involves more favourable treatment

In order to meet our general duties, listed above, the law requires us to publish specific objectives, which we have identified as representing our school's priorities. These are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups.

The policy applies to all those who come into contact with, and work in, the school including:

- Staff
- Students
- Parents/Carers
- Contractors
- Partners
- Visitors

The school aims to ensure that no one receives less favourable treatment for reasons relating to:

- Race, ethnicity, or national origin
- Gender
- Marital status
- Sexuality
- Disability
- Religion or belief
- Age
- Social class
- The rehabilitation of former offenders

### Monitoring and Review

We make regular assessments of students' learning and use this information to track students' progress. 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. Resources are made available to support groups of students where the information suggests that progress is not as good as it should be. The governing body receives regular updates on student performance information.

School performance information is compared to national data to ensure that students are making appropriate progress.

We also regularly monitor a range of other information, which relates to:

- Exclusions and truancy
- Prejudice related incidents
- Bullying
- Parent/carer involvement
- Attendance
- Participation

Our monitoring activities enable us to identify differences in student performance and to take appropriate action to meet the needs of specific groups. Promoting Equality through the Curriculum.

## Teaching and Learning

We aim to provide all our students with the opportunity to succeed. To do this we will:

- Ensure quality 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 challenge discriminatory behaviour
- Provide opportunities for students to appreciate their own culture and religious belief and celebrate the diversity of other cultures
- Develop students advocacy skills so that they can detect bias and challenge discrimination
- Ensure that the PSHE, Citizenship and RE curriculum cover issues of equalities, diversity, religion, human rights and inclusion
- All departments promote and celebrate the contribution of different ethnic groups to the development of their subject
- Provide a range of educational visits and extra-curricular activities that involve all student groups
- Take account of the performance of all students when planning for future learning and setting challenging targets
- Make best use of all available resources to support the learning of all groups of students
- Identify resources that support staff development

## The Learning Environment

The school has high expectations of students regardless of age, gender, ethnicity, ability or social background. To ensure that students are encouraged to be successful, we believe that:

- Enthusiastic teachers are essential for the motivation and success of their students
- Adults in school should provide good, positive role models in their approach to all issues relating to equality of opportunity
- Provision for special educational needs and disability should be a high priority
- All students should have equal access to all facilities and resources and should be encouraged to be actively involved in their own learning
- A range of teaching methods and styles should be used throughout the school to ensure that effective learning takes place at all stages for all students

## The Curriculum

We aim to ensure that:

- All subject areas and cross curricular themes are planned to promote positive attitudes to equality and diversity
- Students will have opportunities to explore concepts and issues relating to identity and equality
- Students cultural and lifestyle backgrounds, linguistic needs and learning styles are taken into account in ensuring their access to mainstream curriculum
- All students have access to qualifications which recognise attainment and promote progression

## School Ethos

The Mosslands School seeks to foster a warm, welcoming and respectful environment. We are aware that:

- All those involved in the leadership of the school have a responsibility to actively demonstrate and to encourage in others, mutual respect
- There should be a welcoming atmosphere in the school and students encouraged to greet visitors with friendliness and respect
- Displays around the school should be of high quality and reflect diversity across all aspects of equality of opportunity
- Access provision to all parts of the building for disabled students and visitors must be monitored and reviewed regularly
- The spiritual need of all the students is catered for through planning of assemblies, classroom and externally based activities

## Resources

The provision of good quality resources and materials 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 material to raise awareness of equal opportunities issues
- Be equally accessible to all members of the school community consistent with health and safety
- Not include explicitly and implicitly racist, sexist, homophobic or ageist materials

## Language

The use of appropriate language by all members of the school community is recognised as important in ensuring that:

- It does not transmit or confirm stereotypes
- It does not offend
- It creates and enhances positive images of those with 'protected characteristics'
- It allows all to develop positive self-esteem
- Correct terminology is used when referring to particular groups or individuals eg Inuit rather than Eskimo
- First languages are celebrated and valued as a means for enhancing effective learning

## Provision for Advanced Bilingual Learners

The school undertakes to make appropriate provision for all AB Learners to ensure access to the whole curriculum.

## Pastoral

- Form tutors and Head of House take into account the needs of any student with 'protected characteristics'
- 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 members of the school community are given support as appropriate when they experience discrimination
- Emphasis is placed on the value that diversity brings to the school rather than any challenges

## Staffing

- It is school policy to provide training for all staff which will increase their awareness of the needs of different groups of students
- All individuals are encouraged to develop their careers and aspirations
- All posts are advertised formally and open to all applicants
- All those involved in recruitment and selection are aware of their duties regarding the need to avoid discrimination and ensure equality
- Equalities policies and practices are covered in all staff inductions
- All supply staff are made aware of equalities policies and practices
- Employment policy and procedures are reviewed regularly

## Working with Trades Unions

The school recognises that Trade Unions have valuable experiences and contributions to make in the areas of equality through consultation mechanisms and supporting employees who have experienced discriminatory treatment.

## Employment

The school aims to have a culture where everyone is valued and where differences, whether visible or not, are welcomed. Equality is the responsibility of employees at all levels and every employee can influence how equality is achieved.

As a fair and reasonable employer, we aim to provide equality of opportunity at work. To achieve this we will seek to:

- Promote best practice in recruitment and selection practices
- Promote equality in pay and other terms and conditions of employment
- Promote equality in training and development opportunities
- Treat all employees with dignity and respect
- Create a working environment that encourages an understanding and appreciation of the needs of others and deals with oppressive behaviour, harassment or bullying
- Consult with employees regarding flexible working and promote arrangements where this can be balanced with the needs of the school
- Seek to make reasonable adjustments for employees with a disability
- Listen and learn from our employees
- Make clear the action an employee may take if he/she feels unfairly treated
- Provide training for employees to actively put the equality and diversity policy into practice.

### Parents/Carers and the Wider Community

We aim to work in partnership with parents or carers to help all students to achieve their potential. We wish to encourage all parents/carers and members of the local community to participate at all levels in the life of the school.

### Addressing Prejudice Related Incidents

We recognise that hate incidents or prejudice- based bullying behaviour is driven by negative assumptions, stereotypes or misinformation. We will take action to prevent, challenge and eliminate any such behaviour. We will record all hate and prejudice related incidents and invoke recognised support systems for victims and their families and appropriate responses and actions for perpetrators and their families. We expect students and staff alike to take an active stand against all forms of discrimination and to always report it to a teacher, member of the Safeguarding Team or the Named Equalities Officer or Headteacher.

### Responsibility

All members of the school community have a responsibility towards supporting the equality agenda.

The Governing Body

They must ensure that:

- The school complies with all relevant equalities legislation
- The policy is maintained and updated regularly
- Procedures and strategies outlined in the policy are implemented
- The named Equality Governor will have an overview, on behalf of the governing body of all aspects of the policy

The Headteacher and Senior Leadership Team

They are responsible for:

- Along with the governors, providing leadership and vision in respect of equality
- Overseeing the implementation of the policy
- Co-ordinating activities and assessing impact
- Ensuring that all who enter the school are aware of, and comply with, the Equality Policy
- Ensuring that staff are given relevant training and support and are aware of their responsibility with regard to equality
- Taking appropriate action in response to incidents of discrimination against those with 'protected characteristics'

All Staff

They are responsible for:

- Initially dealing with and then reporting incidents of discrimination to Progress Leaders and the Named Equalities Officer Nicola Treanor and Gareth Evans .
- Not discriminating on grounds of race, disability or other 'protected characteristics'
- Maintaining relevant knowledge of equalities legislation by attending training organised by the school , or recognised training provider
- School will ensure that the commitments embodied in our policy statement for equality permeates the full range of our policies and practices. We will also ensure that the whole school community is aware of the Equality Policy and our equality objectives and information by publishing them on the school website, through assemblies, staff meetings and new staff induction.

#### Monitoring and Reviewing of the Policy

Implementation, monitoring and review of this policy are the responsibility of the Headteacher, Senior Leadership Team and the Governing Body.

This policy will be reviewed every two years as part of the cycle of review of school policies. The achievement of the school's Equality Objectives will be monitored and reviewed using available data, annually, and adjustments made as appropriate. New objectives will be developed as part of a four year cycle.