

Poplar House School

**EQUALITY POLICY**

**October 2021**

**The next scheduled review date for this policy is.**

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| **Reviewed**  | **Reviewed by** |
| **October 2022** | **Kendra Morgan, Eve Bartlet** |
| **September 2023** | **Kendra Morgan, Eve Bartlet, Anita Cameron** |
| **October 2024** |  |

**Introduction**

Poplar House School welcomes duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

The school recognises that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

**Guiding principles**

The legal obligations are fulfilled by the following principles:

**Principle 1: All learners are of equal value.**

All learners and potential learners, and their parents and carers are equal in value:

* Whether or not they are disabled.
* Whatever their ethnicity, culture, national origin or national status.
* Whatever their gender and gender identity.
* Whatever their religious or non-religious affiliation or faith background.
* Whatever their sexual identity.

**Principle 2: Recognition and respect of difference**.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same.

The school’s policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

* Disability, so that reasonable adjustments are made.
* Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
* Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised.
* Religion, belief or faith background.
* Sexual identity.

**Principle 3: Fostering of positive attitudes and relationships, and a shared sense of cohesion and belonging.**

The school’s policies, procedures and activities promote:

* Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people.
* Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents.
* Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

**Principle 4: Observing good equalities practice in staff recruitment, retention and development**

The school ensures that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

* Whether or not they are disabled.
* Whatever their ethnicity, culture, religious affiliation, national origin or
* National status
* Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

**Principle 5: Aim to reduce and remove inequalities and barriers that already exist**

In addition to avoiding or minimising possible negative impacts of school policies, opportunities are taken to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

* Disabled and non-disabled people.
* People of different ethnic, cultural and religious backgrounds.
* Girls and boys, women and men.

**Accessibility Plan**

Every three years an action plan is produced within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives that will be pursued. The objectives that take into account national and local priorities and issues, as appropriate.

Annually in August progress regarding the Accessibility plan will be reviewed as well as the Equality Objectives. The Equality Objectives in our Accessibility plan are around the curriculum, physical environment, and information. Furthermore, the three-year DDA plan outlines how our school will meet the needs of those students with mobility problems should the current Statement of Purpose for the Endeavour House change.

**The curriculum**

The school reviews the curriculum subject or area termly in order to ensure that teaching and learning reflect the principles set out above.

**Ethos and organisation**

The principles listed above apply to the full range of policies and practices, including those that are concerned with:

* Students' progress, attainment and achievement.
* Students' personal development, welfare and well-being.
* Teaching styles and strategies.
* Admissions and attendance.
* Staff recruitment, retention and professional development.
* Care, guidance and support.
* Behaviour, discipline and exclusions.
* Working in partnership with parents, carers and guardians.
* Working with the wider community.

**Addressing prejudice and prejudice-related bullying**

The school is opposed to all forms of prejudice which stand in the way of fulfilling our legal duties:

* Prejudices around disability and special educational needs.
* Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum.
* Prejudices reflecting sexism and homophobia.

**Roles and responsibilities**

1. Your Chapter is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
2. A member of the proprietary body has a watching brief regarding the implementation of this policy.
3. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.
4. A designated member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
5. All staff are expected to:
* Promote an inclusive and collaborative ethos in their classroom.
* Deal with any prejudice-related incidents that may occur.
* Plan and deliver curricula and lessons that reflect the principles of this policy
* Support pupils in their class for whom English is an additional language
* Keep up to date with equalities legislation relevant to their work.

**Information and resources**

The Headteacher will ensure that the content of this policy is known to all staff and, as appropriate, to all students and their parents/ carers.

**Religious observance**

The school respects the religious beliefs and practice of all staff, students and parents/ carers, and complies with reasonable requests relating to religious observance and practice.

**Staff development and training**

The Headteacher will ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

**Breaches of the policy**

Breaches of this policy will be referred to the staff Handbook and Code of Conduct, as determined by the school leader and proprietary body.

**Monitoring and evaluation**

The school will review the implementation of this policy and make amendments as appropriate. All stakeholders will be notified of amendments as appropriate and decided by the school leader.

*This policy is reviewed every 3 years as a minimum. However, where there are changes to legislation/guidance or in response to recommendation from any significant incident, review of the policy will take place immediately.*

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| ***Reason for update*** | ***Date of Review*** | ***Reviewed by*** |
| *Created* | *October 2021* | *Liliana Modoi/ Cerasela Raducanescu*  |
| *Reviewed*  | *September 23* | *Eve Bartlet, Anita Cameron*  |

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|  | **Date** |
| Agreed | October ‘21 |
| To be reviewed | October ‘24 |
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| ***I have read and understand this policy*** |
| **Name member of staff** | **Signature** | **Date** |
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