



Equality and Diversity Policy

Date	Actions taken	Responsibility
13.07.15	Policy agreed	Governing Body
10.05.17	Policy reviewed	Darren Coult
22.05.17	Policy accepted	Full Governing Body
14.06.21	Policy reviewed	Cath Stubbs
28.06.21	Policy reviewed and accepted	Full Governing Body
24.01.22	Policy reviewed and accepted	Finance & Resources Committee
09.02.26	Policy reviewed and accepted	Full Governing Body

Queens' Federation Equality and Diversity Policy

Introduction

This policy continues to relate to the Equality Act of 2010 and incorporates issues concerning personnel management, as well as equality issues relating more specifically to children and parents/carers. It refers to all employees, including full-time, part-time, supply staff, trainees, governors, casual workers and volunteers as well as parents/carers and pupils.

Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, victimization and any other conduct, which is prohibited by or under the Act of Law. We aim to advance equality of opportunity and foster good relations in relation to age, disability, race (including colour, nationality, ethnic or national origin),, being married or in a civil partnership, gender reassignment, pregnancy or maternity, religion or belief, sex and sexual orientation. These are the 9 protected characteristics.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise 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

4. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal 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: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our 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: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between people with disabilities and those without, 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: We observe good equalities practice in staff recruitment, retention and development and for those who work in a voluntary capacity.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and retention, continuing professional development, promotion, conditions of service, discipline and termination of employment

- 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: We aim to reduce and remove inequalities and barriers that already exist.

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

- people with disabilities and those without
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: We consult and involve widely.

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- people with disabilities as well as those without
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- people of all sexual identities.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- people with disabilities as well as those without
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- people of all sexual identities.

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 6).

The objectives which we identify take into account national and local priorities and issues, as appropriate. Our equality objectives are re-visited at least every four years and are reviewed annually.

The Curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in the guiding principles above.

We seek to ensure children’s learning needs are recognised and teaching styles and strategies are used effectively to meet different learning styles and attitudes.

Integrated into our curriculum are ‘The Seven Habits of Effective People.’ These highly effective habits enable all children to develop the leadership and life skills needed to contribute positively to the world at large.



Socio-Economic Inequalities

6. Although the Equality Act 2010 does not refer to inequalities relating to socio-economic circumstances, within the Queens’ Federation we are mindful of the impact of such inequalities. The rest of this document, therefore, refers as much to potential socio-economic inequalities as to others encompassed in the 9 principles above.

Ethos and Organisation

7. We ensure the 9 principles listed above and the issues raised in paragraph 6, apply to the full range of our policies and practices, including those that are concerned with:
 - pupils' progress, attainment and achievement
 - pupils' 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.

Children in receipt of the Pupil Premium Grant receive a range of additional support to help them meet their full potential and to offer learning opportunities which they might otherwise not experience. These opportunities include additional support in lessons, smaller teaching groups, additional after school learning opportunities, homework clubs and sporting clubs. In addition, financial support is offered for visits and residential trips.

Addressing Prejudice and Prejudice-Related Bullying

8. The Federation is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum
 - Prejudices reflecting sexism and homophobia.
9. Other policies and procedures which are relevant to the issues are the Special Educational Needs and Disability Policy, Recording and Reporting Prejudice Incidents, Persistent Complaints and Harassment Policy, Behaviour Policy, Management of Bullying Policy, Whistleblowing Policy and the Grievance Procedure.
10. There is guidance in the staff handbook on how prejudice related incidents should be identified, assessed, recorded and dealt with. Prejudice-related incidents are recorded on the Prejudice Reporting for Education (PRfE) database.

Roles and Responsibilities

11. The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
12. A member of the governing body has a watching brief regarding the implementation of this policy.
13. The executive 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.
14. A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.
15. All staff are expected to:
- promote an inclusive and collaborative ethos in their classroom or other working area
 - model appropriate standards of behaviour
 - deal with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the principles in paragraph 4 above
 - support pupils in their class for whom English is an additional language
 - keep up-to-date with equalities legislation relevant to their work
 - promote an inclusive ethos with regard to other members of staff
 - promote an inclusive ethos with regard to parents, volunteers and visitors to the Federation's schools.

Information and Resources

16. We ensure that the content of this policy is known to all staff, governors, parents/carers and, as appropriate, to all pupils.
17. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious Observance

18. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff Development and Training

19. We 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

20. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Executive Headteacher and governing body.

Monitoring and Review

21. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
22. In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, language and religious affiliation; gender; and children in receipt of pupil premium funding (our main indicator of socio-economic inequality).