



Equality Policy

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APPROVED BY:	Education Committee

Introduction

The Equality Act 2010 replaced nine major Acts of Parliament and provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

It is intended that this document and references to other related documents, such as the Anti-Bullying Policy, Community Cohesion and Equality Policy, Admissions Policy etc. will support the School in achieving this end.

1 Our School

The Atam Academy is a Sikh Faith Academy.

2 Why do we need to address equality?

2.1 Under the Equality Act 2010, the School has a general duty not to discriminate against, harass or victimise a pupil or potential student:

- in relation to admissions;
- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

2.2 Protected Characteristics:

The Governing Body and the School abide by the spirit of the Equality Act 2010, not to discriminate against a pupil or prospective pupil including, with whom the pupil is associated, by treating them less favourably because of their:

- disability
- ethnicity or race
- gender
- gender identity or gender reassignment; (this protected characteristic is new) □ faith, religion or belief
- marriage and civil partnership
- pregnancy
- maternity or breastfeeding (new)
- sexual identity and orientation

3 Why we want to address equality issues

We respect and value the diversity which exists in our wider community. We are committed to challenging attitudes that promote discrimination surrounding issues

relating to race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity. We will endeavour to ensure respect for all and equip all students for life in a culturally diverse society.

Our commitment to tackling discrimination and promoting equality of opportunity and good relations across all aspects of school life will be demonstrated through:

Creating an ethos in which all students and staff feel valued and secure

- Creating an ethos where diversity and difference are celebrated
- Eliminating discrimination and other conduct that is prohibited by the Act
- Encouraging, supporting and helping all students and staff who share protected characteristics to reach their potential
- Fostering good relations across all characteristics, - between people who share a protected characteristic and people who do not

4 Meeting Our Duties

We will seek to ensure that:

- Governors, staff and students are aware of our equality policy and the action needed for its implementation
- Staff and students are aware of the value placed upon equal opportunity and that action will be taken in the event of any breach of the policy.
- Governors and staff have access to comprehensive information and training which assists them to plan, implement and monitor actions to carry out their responsibilities under the policy.
- The duty to make reasonable adjustments so that a disabled student may participate in all aspects of school life
- However, there will be times when adjustments cannot be made because to do so would have a detrimental effect on other students and would therefore not be reasonable.
- The reasonable adjustments duties on the school will complement the accessibility planning duties and existing SEN statement provisions which are part of education legislation under which the Local Authority have to provide auxiliary aids to pupils with a statement of special educational needs.
- The school and the Local Authority carry out accessibility planning for disabled pupils aimed at:
 - Increasing the extent to which disabled pupils can participate in the curriculum;
 - Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and
 - Improving the availability of accessible information to disabled pupils.
- Young people develop mutual respect through appropriate curriculum and ethos.

- Procedures for dealing with, recording and monitoring incidents are in place.
- All incidents will be investigated and confirmed and details of the incident will be recorded and the appropriate actions taken.
- All incidents are recorded and reported by the Principal to the Governing body

□ **Admissions**

- The Equality Act does not permit less favourable treatment of a student on religious grounds, such as excluding a student or subjecting a student to any other detriment and it also does not permit discrimination in relation to other protected characteristics. The School will not treat a disabled student less favourably because that student is disabled.

Curriculum

- The content of the curriculum ensures that the school includes a full range of issues, ideas and materials in their syllabus and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. The way in which issues are taught would not subject individual pupils to discrimination.

Acts of worship

- The school is free to celebrate religious festivals and will not discriminate against children of other faiths.

Bullying and harassment (See anti bullying policy)

4 Reporting

The 3 areas of the Equality Duty that schools are expected to report on are:

i Eliminating discrimination and other conduct that is prohibited by the Act

The Guidance suggests that schools provide evidence that they are aware of the Act's requirements by publishing policies where the importance of avoiding discrimination and other prohibited conduct has been expressly noted; e.g. the behaviour policy or anti-bullying policy.

ii Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

Our school policies will state ways in which the school:

- a. Removes or minimises disadvantages suffered by particular groups, e.g. disabled pupils or gay pupils who suffer from homophobic bullying;
- b. Takes steps to meet the particular needs of group of pupils;

c. Encourages particular groups of pupils to participate fully in activities.

lii Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Describing the range of things that we already do within lessons, assemblies, pastoral work and extra-curricular activities to promote tolerance and friendships, to develop understanding of different cultures and religions, and involvement with local communities and any twinning arrangements with schools will help to meet this requirement.

5 Monitoring and evaluating our progress

5.1 The admission and progress of students and the recruitment and career progress of staff by will be monitored.

5.2 The implementation of the various policies and procedures will be monitored by the Governing Body

5.3 Through the evaluation process, we seek to ask the following questions:

- What is our school doing to prepare students for living in a diverse and multiracial society?
- What is our school doing to promote equality and harmonious relationships? □
What needs to be done to address these differences, if any?

6 How the policy is communicated

A summary of the results of our monitoring information will be published annually in the Governors' Report, where this does not breach individual confidentiality. Students will be informed via the curriculum, assemblies, class discussions and school council.

7 Review

This policy will be reviewed on a regular basis in accordance with legislative developments and the need for good practice by the Community and PR & People sub-Committees of the Governing Body.

8 General

This policy should not be read in isolation, but cross-referenced with the Equality Act 2010 and all relevant School Policies, such as the Behaviour Management Policy, Community Cohesion and Equality Policy and the Admissions Policy