



MILLSIDE SPENCER ACADEMY

Equalities Policy

Person Responsible: Sophia Thorne

Policy Date: May 2022



Context and Purpose

This policy has been developed in response to the Equality Act 2010.

Whole School Approach

All pupils are expected to follow the Millside 3 rules – Ready, Respectful and Safe.

These behaviours underpin our Millside ethos and values –



Objectives of the Policy

The specific objectives of this policy are to:

- Eliminate unlawful discrimination, harassment, victimisation, and other prohibited conduct.
- Advance equality of opportunity between those who have a protected characteristic and those who do not.
- Foster good relations between those who have a protected characteristic and those who do not.

Roles and Responsibilities



Principal	Is responsible for the overall implementation of the policy on a day to day basis, but this may be delegated as appropriate to a senior member of staff. The Principal is responsible for taking appropriate action in any cases of unlawful discrimination; for ensuring that all staff are aware of their responsibilities under the legislation and that they are given appropriate training and support to meet these responsibilities.
All Staff	All staff have a responsibility to keep up-to-date with equalities legislation relevant to their work, and must support the ethos of the academy through their actions. They should undertake all their work activities mindful of equalities issues, including planning, assessment, and individual support for pupils and groups of pupils. They should demonstrate an awareness of specific individual needs and promote respect for diversity. They should know how to respond to and deal with any prejudice-related incidents which occur
Governing Body	To support the implementation of the policy and to give advice and guidance where relevant

Guiding Principles

In fulfilling its legal obligations Millside Spencer Academy is 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 gender identity or sexual orientation

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 all genders 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 disabled and nondisabled 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 all genders and sexual orientations and an absence of harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures benefit all current and potential employees, for example in recruitment, promotion, and 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, paternity 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:

- Disabled and non-disabled people.
- People of different ethnic, cultural and religious backgrounds.
- All gender identities and sexual orientations



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:

- Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds.
- All gender identities and sexual orientations

Principle 7: Society as a whole should benefit

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

- Disabled people as well as non-disabled.
- People of a wide range of ethnic, cultural and religious backgrounds.
- All gender identities and sexual orientations.

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability.
- Ethnicity, religion and culture.
- Gender.
- Sexual orientation.

Principle 9: Objectives

We will 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 7), in relation to:

- Disability.
- Ethnicity, religion and culture.
- Gender.
- Sexual orientation.

Key Elements of the Accessibility Policy

The Curriculum/Teaching and Learning



Equality and diversity will be as embedded as far as is possible in all areas of our SHINE curriculum and pupils will be given opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. Resource materials will reflect the diversity of the school, the local community and wider society.

The school will use attainment and achievement data to inform planning and provision to support individuals and groups of pupils. The Academy will be aware of the specific assessment needs of pupils with additional needs such as EAL, SEND, etc. and recognise the importance of scrutinising assessment materials for cultural bias.

Ethos and Organisation

Equality and diversity principles will run through all day-to-day practices and be embedded in all policies. This will include the following specific areas of practice:

- Admissions, induction and attendance.
- Pupils' progress, attainment and achievement.
- Pupils' personal development, welfare and well-being (linking to anti-bullying and safeguarding).
- Care, guidance and support.
- Parental/carer involvement.
- Working with the wider community and community cohesion.
- Behaviour, discipline and exclusions.
- Teaching styles and strategies.
- Staff recruitment, retention and professional development.
- Inclusion (linking to curriculum, participation etc).

Addressing Prejudice and Prejudice-related Bullying

The academy acknowledges its legal obligations to eliminate discrimination and harassment and victimisation, as well as the duty to foster positive relations between groups and individuals.

"A hate incident is any incident which is perceived by the victim or any other person to be motivated by the offender's prejudice against people because of their age, disability, gender, race, religion, sexual orientation or other reason."

These obligations will be taken seriously and procedures will exist for dealing with such incidents. Information about the number, type and seriousness of such incidents, will be reported regularly to the governing body.

Information and Resources



The Academy will make every effort to ensure that this policy is known by all stake-holders, including governors, staff, parents/carers, and pupils and the opportunities provided for each stake-holder group to actively engage with the development of, implementation of, and monitoring and evaluation of this policy and all related activity.

Staff Development and Training

The Principal will ensure that staff across all sections of the community (teaching, support, play leaders, office staff etc) have their professional development needs met in relation to this agenda.

Breaches of the Policy

Concerns/complaints about the implementation of the policy or any infringement should be directed to the Principal who will investigate them under the complaint's policy.

Review & Monitoring

Equality targets will be set annually. These objectives will take into account national and local priorities and issues and will be published as appropriate. We will collect and publish relevant equality information as specified under the specific duty on public bodies in the Equality Act 2010 on our web site.

This policy will be reviewed: Annually
By: Sophia Thorne
Last Reviewed: May 2022
Next Review date: May 2023

Equality Action Plan 2022-2026

Equality Action Plan 2022 - 2026							
Objective	Action(s)	Led by	Resources	Start date	Review date	Success Criteria	Monitoring Outcomes
To promote the children's understanding and respect for difference	<p>Identify opportunities in the curriculum to promote understanding of the protected characteristics e.g. other cultures, other countries, famous people from ethnic minorities, religious festivals, disabilities.</p> <p>Use PSHE to explore equality within the context of school, the wider community, the UK and the world.</p> <p>Use assemblies to explore themes around equality and diversity</p> <p>Use community events to celebrate diversity and equality</p>	ST	Books Videos	Sept 22	Sept 23	<p>More community events which celebrate different families, cultures, beliefs and religions</p> <p>Children have increased access to lessons and assemblies which recognise and celebrate equality and diversity</p>	
To further enhance staff awareness and understanding of equality and diversity	Provide specific training for all staff around the themes of equality and diversity.	ST	<p>Equality Trainer £250 Contact Community Action</p> <p>IHasco Equality and Diversity Training</p>	Sept 22	Sept 23	All staff have an enhanced understanding of equality and diversity and have the confidence to deliver key lessons	
Objective	Action(s)	Led by	Resources	Start date	Review date	Success Criteria	Monitoring Outcomes

To engage with local communities and partner schools	Establish greater links with inner city Nottingham Schools; including visits Visit different places of worship in Loughborough and invite people from these places of worship in to school Events at Derbyshire House	ST	Transport	Sept 22	Sept 23	Children to have greater understanding and awareness of social and cultural differences both locally and in different countries	
To diminish the difference between different groups of children in school	Analysis of data, discussion in termly Pupil Progress Meetings Provision is put in place for children with specific needs who have barriers to learning e.g. EAL, SEND, PP	ST	Specific resources for individual children	Sept 22	Sept 23	Diminishing attainment gap between different groups of children	