

MAGDALEN COLLEGE SCHOOL

POLICY FOR EQUALITY Statutory Policy – Annual review

GOVERNORS' EDUCATION & WELFARE COMMITTEE

Date next due for review by committee	Reviewed by committee	Any Changes YES/NO	Approved by Committee
	12 th November 2013	YES Revised Policy	10 th December 2013
November 2014	18 th November 2014	No	2 nd December 2014
November 2015	26 th January 2016	Yes minor amendment	N/a
January 2017	24 January 2017	No (SLT to undertake review of objectives)	N/a
	Circulated by email 4 February 2018	Yes	Approved 19 February 2018 by committee
January 2019	19 March 2019	No	Approved 19 March 2019 by committee
January 2020	17 March 2020	No	Approved 17 March 2020 by committee
March 2021	16 March 2021	Yes	Approved 16 March 2021 by committee
March 2022	15 March 2022	Yes	15 March 2022
March 2023			

POLICY FOR EQUALITY

Aims

1. To adhere to our duties under the Equality Act 2010.
2. To promote community cohesion
3. To comply with the expectations reflected in the international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention of the Rights of People with Disabilities and the Human Rights Act 1998

Objectives

Principle 1:

All learners and staff are of equal value:

Whether or not they have a disability and whether or not this is visible or invisible; whatever their ethnicity, culture, religious affiliation, national origin or national status; whatever their gender, sexual orientation or gender reassignment status; whatever their age; whether they are pregnant or have recently given birth, recently fostered or adopted a child

Principle 2:

We recognise and respect diversity:

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to 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 for example: 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 young people and adults are recognised.

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 able-bodied people and those with a disability and an absence of harassment people with a disability; 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 young people and adults and an absence of sexual harassment.

Principle 4:

As an employer, our policies and procedures should be of equal value to all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

Having respect for our own and others' learning.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist:

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

- able bodied as well as those who have a disability
- people of different ethnic, cultural and religious backgrounds
- young people and adults

Principle 6: We consult widely:

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve:

- able bodied as well as those who have a disability
- people from all ethnic, cultural and religious backgrounds
- all young people and adults

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:

- able bodied as well as those who have a disability
- people of a wide range of ethnic, cultural and religious backgrounds
- adults and young people of all ages

Principle 8: We acknowledge that it is the responsibility of all staff, students and community members to respect the rights of each other in and around school, by:

- speaking respectfully
- behaving respectfully
- respecting the school environment

ETHOS AND ORGANISATION We ensure that our principles are also key to the full range of our policies and practices, including those that are concerned with: learners' progress, attainment and assessment; learners' 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 and carers; working with the wider community.

ADDRESSING PREJUDICE AND PREJUDICE-RELATED BULLYING: The school is opposed to all forms of prejudice, for example: prejudices around disability and special educational needs; prejudices around racism and xenophobia, including those that are directed towards religious groups and communities. Prejudices reflecting sexism and

homophobia. Prejudice -related incidents will be identified, assessed, recorded and dealt with. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with:

- whether or not they have a disability
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender or gender reassignment status
- whatever their age

We make efforts to ensure that the diversity of our workforce reflects that of our local community and wider society. In accordance with the Equality Act we do not enquire about the health of an applicant until a conditional job offer has been made. We will ensure the safety and well-being of our staff and take seriously and act on incidents of harassment and discrimination, recognising that our staff may be either victims or perpetrators. We interpret our duties positively; take the necessary actions to remove barriers to inclusion and work hard to ensure a safe, positive and inclusive environment.

We recognise that our pupils are young people who are growing up and learning and, like adults, sometimes need support to understand and apply these principles. Reconciliation and mediation are used, where necessary, to help to repair relationships that have been damaged through inappropriate behaviour, including where individuals' rights under the equalities act have been compromised.

Religious observance

We respect the religious beliefs and practice of all staff, students and parents, and support reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.