



**THE NELSON THOMLINSON SCHOOL**  
**Equality Policy**

Signed by Headmaster:

Signed by Co-Chair of Governors:

Reviewed by Behaviour, Safeguarding and Wellbeing Committee

11 November 2021

Next review date (Every 4 years)

June 2025

## Introduction

This policy sets out The Nelson Thomlinson School approach to promoting equality, as defined within the Equality Act (2010). We understand equality to mean treating everyone with equal dignity and worth valuing their particular characteristics such as age, disability, gender, ethnicity, religion or belief, sexual orientation and socio-economic circumstances. We further understand that 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, background and the barriers and disadvantages which people may face), in order to ensure equal opportunity for all.

We recognise that inequality can be experienced in a variety of ways such as access to services, the degree of independence needed to make decisions affecting lives and inequality of treatment, including in relation to employment, through direct or indirect discrimination or disadvantage imposed by other individuals, groups, institutions or systems, intentionally or inadvertently.

The Equality Act's provisions cover all aspects of school life such as the treatment of:

- pupils and prospective pupils
- parents and carers
- employees and governors
- local community
- visitors

The Equality Act 2010 has simplified anti-discrimination laws by having a single Equality Act. This makes it easier for people to understand and comply with the law. The 2010 Act has also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act makes it unlawful to treat someone differently, both through direct or indirect discrimination, harassment or victimisation and by failing to make reasonable adjustment for a disabled person.

Since 5 April 2011 all public bodies including local authorities, schools, colleges and other state-funded educational settings including academies have been bound by the Public Sector Equality Duty.

Age applies to a school as an employer but not with regard to the treatment of pupils and prospective pupils.

We are bound by the Public Sector Equality Duty to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity; and
- foster good relations

The general duty is supported by:

- Publishing information which demonstrates our compliance with the duty to have due regard for the three aims of the general duty and to annually repeat this.

### **Aims and Values**

The school aims to provide equality and excellence for all in order to promote the highest possible standards.

The core values on which the policy is based include:

- Overcoming economic and social disadvantage
- A culture of respect for others
- Promoting equality by recognising and celebrating differences between people
- A community where pupils are well prepared for life in a diverse society

### **Roles and Responsibilities**

Within our school all staff and governors at the school are responsible for ensuring the school meets its duties under the Equality Act 2010.

School Governors are responsible for ensuring:

- the school complies with current equality legislation
- the policy and the single equality scheme are properly implemented
- that related procedures are followed

The Headmaster is responsible for ensuring:

- the policy is readily available and that the governors, staff, pupils and their parents/carers know about it
- procedures are followed
- information is provided for staff and governors about the policy and how it is working
- all staff know their responsibilities and support in carrying these out
- appropriate action is taken in cases of harassment and discrimination.
- All school staff are responsible for:
  - promoting an inclusive and collaborative ethos in the classroom
  - modelling good practice, dealing with discriminatory incidents and being able to recognise and tackle bias and stereotyping
  - promote equality and avoid discrimination against anyone
  - keep up to date with the law on discrimination

Pupils are responsible for:

- supporting the school's equality ethos
- sharing concerns or issues with a member of staff
- keeping equality and diversity issues on the School Council agenda

Parents/Carers are responsible for:

- supporting the school's equality ethos
- sharing concerns or issues with senior staff

Visitors are responsible for:

- following our expectations regarding equality.

## **A Cohesive Community**

The school seeks to:

- promote understanding and engagement between communities
- encourage all children and families to feel part of the wider community
- understand and respond to the needs and hopes of all our communities
- tackle discrimination
- increase life opportunities for all
- ensure that learning, teaching and the curriculum explore and address issues of diversity through the curriculum and outside it

At The Nelson Thomlinson School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background.

### **Monitoring, Reviewing and Assessing Impact**

*The policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in eliminating discrimination, promoting access and participation, equality and good relations between different groups, and that it does not disadvantage particular sections of the community. Any pattern of inequality found as a result of impact assessment will be used to inform future planning and decision-making.*

This policy links to other policies and in general the principles of equality will apply to all other school policies.

### **Concerns or Complaints**

In the first instance a senior member of staff should be contacted. If issues or concerns remain unresolved these should be raised in accordance with the school's Complaints Policy.