

EQUALITY POLICY

PURPOSE

To prevent unfair discrimination against, or detrimental treatment of, any person especially those with a “protected characteristic” as defined in the Equality Act 2010.

BACKGROUND

The Darley Centre fully accepts and welcomes the fact that society consists of many diverse groups and individuals, and that this diversity is an asset to us.

As a school and employer, The Darley Centre recognises that it has a moral and legal responsibility to promote equality. In addition, we recognise that the pursuit of equality of opportunity is essential for a productive and professional working and educational environment. The Equality Act 2010 (EA) provides an overarching framework which draws together and simplifies our legal duties and this policy seeks to do the same.

Our goal is equality of opportunity for everyone within the school, and we will deliver our services, curriculum and employment practices accordingly.

In particular, we are committed to ensuring that:

- (a) There is equality of opportunity in terms of access to the School’s services and that the provision of services reflects, and is appropriate to, the needs of the diverse communities within our local and national society;
- (b) Prospective and present employees are afforded equal and fair treatment in relation to recruitment, selection, terms and conditions of employment, training and promotion.

The school will work to actively combat discrimination as defined in the EA and ensure that prospective or present employees, students, parents and our wider community are not treated less favourably on the grounds of:

- Gender
- Marital Status
- Employment Status
- Dependant Care Responsibilities
- Race, Colour, Religion, Ethnic or National Origin
- Age
- Disability
- Class
- Sexual Orientation

IMPLEMENTATION

The Management Committee will have regard to equality issues when considering policies and practice. Policies will aim to promote equality, not just avoid discrimination.

Staff with leadership and management responsibilities will review the effect of strategic and operational decisions on equality issues. Our training will remind all staff of their responsibility to promote equality and challenge discrimination.

Our curriculum must be open to all where reasonably possible and it will actively challenge prejudice. There may be a particular focus within PSHE, English and Humanities but all aspects will play a part. Our behaviour policy and management system will also have regard to what we are teaching children.

Some aspects of the school building were not designed to consider the needs of people with disabilities. The Darley Centre is committed to a programme of work to address this as resources allow and all new development will take such needs into account.

Strong and helpful guidance has been provided by North Lincolnshire Council and other organisations on a range of related issues and the school will seek to follow such guidance. It will include:

- Employment and recruitment practices that are fair, open and subject to “Safer Recruitment” procedures so that we do not discriminate unlawfully.
- Fair access to appropriate training and development opportunities in line with the needs of the school.
- Complaints procedures that are open, simple to understand and in line with “whistle blowing” guidelines.
- Systems for challenging bullying and harassment in all its forms, with the key aims of supporting victims and re-educating perpetrators though we reserve the right in some cases to exclude people from the school community.
- Processes for dealing with racist and homophobic incidents.

We will update this list at least annually as new duties and guidance are developed.

MONITORING AND REVIEW

The effectiveness of our work in promoting equality and challenging prejudice will be measured by a broad range of indicators. These will include:

- Routine and/or thematic monitoring/evaluation processes such as book scrutinies or lesson observation.
- The progress and attainment of different groups where statistically significant.
- The analysis of rewards, sanctions and exclusions by different groups.
- Curriculum policy and programmes on offer.
- Analysis of bullying logs and any complaints received.

Analysis will be carried out by school staff and interrogated and challenged by the Management Committee via the Headteacher’s report. The number of students on roll is relatively small which means it is more likely that individuals can be identified in published data. For this reason, current Equality Objectives may be stated in broad terms. Emerging issues will re-shape policy and practice and this policy itself will be reviewed on an annual basis.

LINKED POLICIES

Behaviour, Curriculum, SEND

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