



Equality Policy

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- 1 Equality of opportunity at Alderbrook School, as defined by the Equality Act (2010), is based on the following core values:
- 2 The ethos of the school supports the development of self-respect and self-esteem in all students, staff and the community that it serves.
- 3 We place a high value on diversity and treat every member of the school as an individual. In this respect we aim to meet the needs of all, taking account of gender, gender reassignment, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, pregnancy or maternity and social circumstance.
- 4 Alderbrook School is opposed to all forms of prejudice and discrimination.

Aims of the Equality Policy

- 5 The school aims to provide equality and excellence for all in order to
 - promote the highest possible standards.
 - build high expectations of all students, encouraging them to become considerate and independent, taking responsibility for their words and actions.
 - create a culture of self-respect and respect for others.
 - promote equality by recognising and celebrating the differences between people.
 - foster a community of students who are well prepared for life in a diverse community.

Objectives

- 6 The objectives of the policy are to
 - reduce the incidence of the use of racist, homophobic, biphobic, transphobic and sexist language and behaviours by students in the school by at least 50%.
 - increase the number of extra-curricular opportunities, including leadership opportunities, and seek regular feedback from students to ensure that all groups of students, and especially students with SEND and students eligible for the Pupil Premium Grant, increase their involvement in extra-curricular activities.
 - develop the cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community by developing the curriculum and introducing and establishing a programme of events to celebrate all cultures represented in the school.

Roles and Responsibilities

- 7 School Trustees are responsible for:
 - ensuring the school complies with current equality legislation.
 - Making sure this policy is properly implemented
 - assigning a named Trustee – the named Trustee for Alderbrook School is Mr Roger Leitch
- 8 The named trustee is responsible for
 - Co-ordination and monitoring work on equality issues.
 - Dealing with and monitoring reports of harassment (including racist and homophobic incidents).

- Monitoring the progress and attainment of potentially vulnerable groups of students.
- Monitoring attendance of potentially vulnerable groups of students.
- Monitoring exclusions of potentially vulnerable groups of students.

9 The Headteacher is responsible for

- ensuring that the policy is readily available, that Trustees, staff, students and parents/carers know about it. The procedures in the policy are followed.
- providing regular information for staff and Trustees about the policy and how it is working
- training for staff and Trustees on the policy.
- ensuring that all staff fulfil their responsibilities and receive training and support for this.
- taking appropriate action in cases of harassment and discrimination.

10 All School Staff are responsible for:

- promoting an inclusive and collaborative ethos in the classroom.
- modelling good practices, dealing with discriminatory incidents, recognise and tackle bias and stereotyping.
- promoting equality and avoiding discrimination against anyone.
- keeping up to date with the law on discrimination, taking training and learning opportunities.

11 Visitors and Contractors are responsible for Following our expectations regarding equality.

Review of information

12 The school holds data about students in relation to their gender, ethnicity, culture, religion, language, age, ability, disability, and social circumstance. In respect of the census return, we are aware that there will be some categories of disability which do not appear in the data e.g. HIV/AIDS or cancer. We will only be able to obtain this information if it is shared by the parent/carer.

Assessing impact

- 13 The policy will be regularly monitored and reviewed by staff and Trustees 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 any particular sections of the community.
- 14 Any pattern in inequality found as a result of impact assessment will be used to inform future planning and decision making. The named member of staff and Trustee will monitor specific outcomes.
- 15 The Headteacher will provide monitoring reports for review by the Trust Board termly (or as requested). This policy links to other policies and in general the principles of equality will apply to all other school policies.

Concerns or Complaints

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

Appendix 1 The Equality Act 2010

- 17 **The Equality Act 2010** replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It also provides some changes about which schools need to be aware. (See publication for DfE The Equality Act 2010 and Schools May 2014. Another review of this advice was due before April 2016 – so far this has not been published)

Key points

- 18 The Act Introduces of a new single equality duty to replace the previous three separate duties. This includes new specific duties, which are less bureaucratic and more light-touch than previous duties, requiring schools to publish equality information and objectives. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.
- 19 As far as schools are concerned, for the most part, the effect of the new law is the same as it has been in the past – meaning that schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation. Protection is now extended to students who are pregnant or undergoing gender reassignment. However, schools that are already complying with the law should not find major differences in what they need to do.
- 20 The exceptions to the discrimination provisions for schools that existed under previous legislation – such as the content of the curriculum, collective worship and admissions to single-sex schools and schools of a religious character, are all replicated in the new act. However, there are some changes that will have an impact on schools as follows:

Health related questions for job applicants

- 21 It is now unlawful for employers to ask health-related questions of applicants before job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure. Schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act. **Protection in schools**
- 22 It is now unlawful to discriminate against a student undergoing gender reassignment.
- 23 It is now unlawful to discriminate against a student who is pregnant or has recently had a baby.

Victimisation

- 24 It is now unlawful to victimise a child for anything done in relation to the act by their parent / carer or sibling **Positive action**
- 25 New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with particular protected characteristics. Such measures will need to be a proportionate way of

achieving the relevant aim – for example providing special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys. Previously it might have been unlawful discrimination to exclude children who were not from these groups

Auxiliary Aids

- 26 The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students. Following the recent consultation on implementation and approach, this duty was introduced in September 2012.

Appendix 2 - School Historic Context (from census data of relevant year)

Context of Alderbrook School	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Staff (teaching & support)	175	179	194	209	196	205	200	200
Staff Gender								
Male	24%	24%	28%	30%	27%	27%	28%	28.5%
Female	76%	76%	72%	70%	73%	73%	72%	71.5%
Staff Ethnicity								
White British	81.1%	77.6%	80.4%	79.4%	80.19%	77%	75%	75%
Other Ethnic Group	18.9%	22.4%	19.6%	20.6%	19.9%	23%	25%	25%
Disability	2.2%	2.2%	3.1%	1.9%	3%	4%	3%	3%
Students on Roll	1381	1418	1479	1488	1494	1528	1594	1636
Gender								
Male Students	49.5%	48.8%	49.2%	49.1%	49.1%	49.3%	49.4%	51.28%
Female Students	50.5%	51.2%	50.8%	50.9%	50.9%	50.7%	50.6%	48.72%
Ethnicity								
Students who are White British	69.7%	66.1%	65.4%	62.6%	61.2%	60.7%	58.1%	58.1%
Other Ethnic Group	30.3%	33.9%	34.6%	37.4%	38.8%	39.3%	41.9%	41.9%
Additional Needs								
Students on the SEN Register	24.4%	23.4%	21.8%	21.8%	21.5%	23.2%	23%	24.4%
Specific Learning Difficulty	5.7%	5.1%	4.1%	4.6%	4.6%	5.8%	5.6%	6.4%
Moderate Learning Difficulty	6.2%	8.4%	7.6%	5.4%	5.1%	5%	4.3%	3.9%
Severe Learning Difficulty	0%	0%	0%	0.1%	0.1%	0.1%	0%	0.1%
Profound and Multiple Learning Difficulty	0%	0%	0%	0%	0%	0%	0%	0%
Social, Emotional Mental Health	4.5%	6.8%	6.1%	5.7%	6.5%	8%	8.2%	9.4%
Speech, Language and Communication Needs	2.6%	3.4%	2.6%	2.4%	1.8%	2.2%	2.2%	2.3%

Multi-Sensory Impairment	0%	0%	0%	0%	0%	0.1%	0.1%	0.1%
Hearing Impairment	0.7%	0.6%	0.7%	0.6%	0.7%	0.5%	0.4%	0.4%
Visual Impairment	0.3%	0.4%	0.2%	0.2%	0.3%	0.3%	0.4%	0.5%
Physical Disability	0.1%	0.4%	0.5%	0.5%	0.6%	0.7%	0.4%	0.4%
Autistic Spectrum Disorder	3.9%	4.7%	5.4%	6.4%	6.3%	6%	6.6%	7.1%
Other Difficulty/Disability	0.1%	0.8%	1.1%	0.9%	0.8%	0.9%	0.9%	0.7%
English as an additional language	6.9%	7.8%	7%	6.8%	7.6%	7.9%	10%	12.8%
Religion or Belief								
Christian	43.6%	39.1%	35.6%	32.9%	33.1%	31%	29.8%	30.7%
Muslim	12.3%	12.8%	12.4%	14.8%	15.9%	14.1%	14%	11.8%
Other Religions	11.2%	12.2%	13%	12.3%	12.5%	12	12.6%	12.5%
No faith or not disclosed	32.9%	35.9%	39%	40%	38.5%	42.1%	43.6%	45%
Socio Economic Factors								
Looked After Children	0.5%	0.6%	0.3%	0.3%	0.7%	0.9%	0.69%	0.55%
Students Eligible for Free School meals	6.7%	7%	7.9%	9.9%	12.1%	14.3%	16.19%	15.89%
Student Premium Children	16.3%	16.2%	16.9%	16.8%	18.4%	19.9%	19.01%	17.7%