



Equalities Policy

Policy Review

This policy will be reviewed in full by the Executive Management Group (EMG) and agreed by the Personnel Committee every three years

Chief Executive Office:

Ann Marie Mulkerins

Chair of Trustees:

Sheila Fitzsimons



Equalities Policy

Middlesex Learning Trust is dedicated to ensuring that all members of the Trust and school communities are treated equally, fairly, and with respect by the Trust, by individual schools within the Trust and by each other. This is in line with the Trust's Vision of 'Excellence for All. This applies to the Trust (and individual schools within it) as places of education, as a training provider and as an employer. Prejudice, discrimination, and victimisation are not accepted, and we instill in our students a strong understanding of right and wrong, including the importance of inclusion, acceptance and tolerance towards others.

Alongside this policy, MLT publish Equality Objectives annually to meet the statutory requirement with the Public Sector Equality Duty (PSED).

MLT Schools will celebrate diversity, by creating a vibrant, safe and happy school, with a strong sense of community, respect and responsibility. MLT schools provide education for all students, acknowledging that the society within which we live is enriched by diversity. MLT schools will strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and where individuals are treated with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity.

Aims:

The Trust aims to prepare all students for a future world and adult life in multi-racial, interdependent world. MLT strives to be an equality champion and community leader and will seek to ensure that all members of the Trust and school communities:

- promote equality of all groups, for example assessing the impact of our policies on different groups
- promote community cohesion by encouraging the development of mutual respect and good relationships between persons of different racial groups and genders
- challenge and seek to eradicate discrimination on any grounds, including ethnicity, age, gender or gender identity, disability, religion or religious affiliation. This will include, for example, acting quickly to deal with all bullying, including that which is aimed at groups as well as individuals, such as racist bullying
- promote awareness of the effects of discrimination

- give a high profile to rights and responsibilities by promoting human rights, justice and fairness throughout the curriculum and wider school community
- ensure that all students and staff have a right to equality of access to what is best in educational provision, in the workplace and through curricular and extracurricular provision in accordance with the provisions of the Equality Act 2010 and the Public Sector Equality Duty 2011
- ensure that there is no restricted access given to some students because of stereotyped views of ability.

Monitoring and review

- These procedures, alongside the progress towards meeting our Equalities Objectives, will be reviewed annually by the Executive Management Group (EMG), with a particular focus on monitoring discriminatory incidents, curriculum review, the impact of staff CPD and outcomes of consultations
- In light of the annual review the School Improvement Plan and Equalities Objectives will reflect any issues arising.



Equalities Procedures

Chief Executive Officer:

Ann Marie Mulkerins

Chair of Trustees:

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Middlesex Learning Trust

Equalities Procedures

In accordance with Middlesex Learning Trust Equalities Policy

1. Roles and Responsibilities

Trustees and Governors

- The Trustees of Middlesex Learning Trust will determine and review the policies and procedures relating to Equalities.
- The Students and Standards Committee and the Local Governing Bodies (LGBs) will ensure that equalities issues are covered as part of the broad and balanced curriculum
- The LGBs will take an active role in ensuring that the school is fully inclusive to pupils, and responsive to their needs based on race, sex, disability, sexual orientation, age, religion or beliefs.
- The LGB seeks to ensure that people are not discriminated against when applying for jobs at its school on grounds of race, sex, disability, sexual orientation, age, religion or beliefs
- The LGB take all reasonable steps to ensure that the school environment gives access to people with disabilities
- The LGB ensures that no child is discriminated against whilst in its school on account of their race, sex, disability, sexual orientation, age, religion or beliefs

The Executive Management Group

The Headteachers, with the support of their respective senior leadership teams, will:

- promote the Equalities Policy both within the school and externally to the wider school community
- ensure that equality issues are covered in the curriculum as part of the focus on students' spiritual, moral, social and cultural (SMSC) development
- ensure that recruitment of staff is in line with the MLT Equalities and Safer Recruitment Policies
- ensure that staff, students and parents are aware of their role and responsibilities regarding the promotion of equality
- take appropriate action where discrimination occurs
- monitor student achievement data to check for underperformance by ethnicity, sex and disability and take action where appropriate.

Staff

School staff will:

- ensure they are up to date with and aware of the contents of the Equalities Policy and procedures and follow the procedures accordingly
- challenge discriminatory behaviour
- undertake development and training in this area
- support in the development and delivery of equality issues within the curriculum

- engage with the school in eliminating any discrimination and act as a role model to students in this area
- follow the equalities procedures in tackling and reporting any breaches to the Equalities Policy
- monitor student achievement data to check for underperformance by ethnicity, sex and disability and take action where appropriate.

Students

Students at the school will:

- engage with the school in eliminating any discrimination
- promote a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, or discrimination that they know to have occurred
- set a good example regarding behaviour and social awareness to younger students and their peers

Parents

Parents with children at the school are expected to:

- familiarise themselves with the school's Equalities Policy and support the policy by promoting a positive attitude towards issues relating to equality
- work with the school to resolve any incident relating to breaches to the Equalities Policy that their child is involved in

Visitors

Visitors to the school are expected to:

- read the information provided to them as they sign into the school
- support the school by promoting a positive attitude towards issues relating to equality

2. Training and support

Training and Support for staff

Both teaching and support staff are provided with training on the Equalities Policy through INSET days, CPD sessions and assemblies. Where areas for development are identified additional training sessions are planned and delivered to ensure that staff are able to deliver the policy both confidently and consistently.

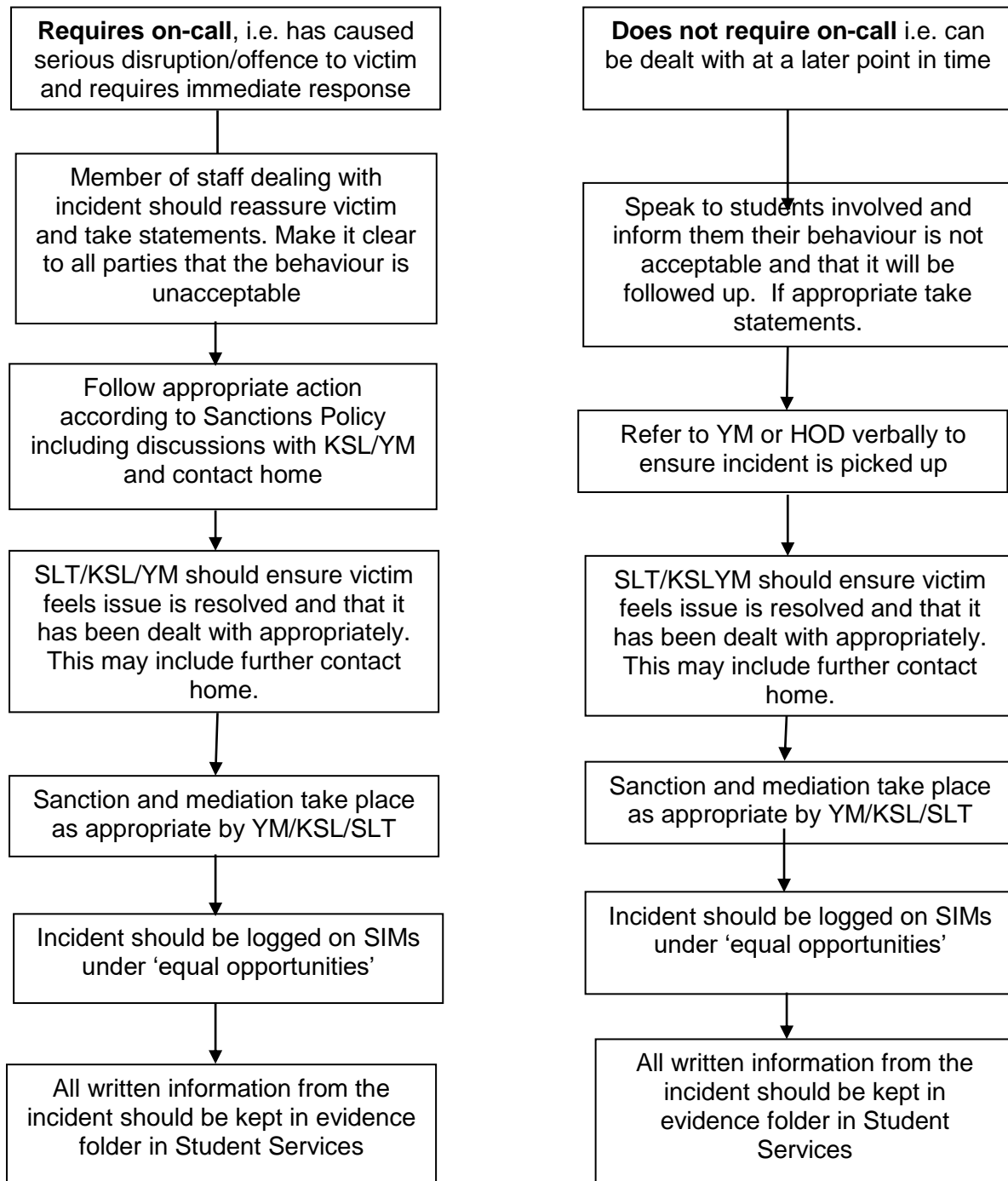
Training and Support for students

Students are provided with training on the Equalities Policy through assemblies, the pastoral curriculum and through the consistent implementation of the Positive Behaviour Policy. Incidents of breaches of the policy are recorded and the pastoral curriculum is adjusted or amended depending upon the needs of the students.

3. Link to other policies/codes of practice/handbooks

Accessibility plan
MLT Admissions policy
Anti-bullying policy
MLT Charging policy
MLT Code for Staff
Code for Students
MLT Complaints policyMLT SEND Policy Exclusions Policy
Positive Behaviour Policy
MLT Safeguarding and Child Protection policy
MLT Safer recruitment policy
SEN information report
MLT Staff capability
MLT Staff conduct
MLT Staff grievance
MLT Staff induction
Teaching and Learning handbook
Uniform policy
MLT Whistle blowing policy

**4. INCIDENT CONTRAVENING SCHOOLS EQUALITIES POLICY
(Students at The Compton School)
ACTIONS TO BE TAKEN**



If an incident contravening Equal Opportunities Policy occurs outside school please refer to Line Manager in the first instance or member of SLT.

'Equal opportunities' logs will be monitored half termly by the equal opportunities coordinator.

Staff who contravene the Equalities Policy will be dealt with in line with the school conduct policy.

For any breach of the Equalities Policy, the School may, in consultation with Parents, liaise with the School's Police Officer.

4. INCIDENT CONTRAVENING SCHOOLS EQUALITIES POLICY (Students at Southgate and Stopsley High Schools)

The school would respond to these incidents through the Behaviour policy (if the incident involved a student) or the safeguarding procedure (if the incident involved a member of staff).

Check with Southgate and SHS for more detail on school based procedures

Definitions and examples of discriminatory behaviour

Racial discrimination

Racism is not just about intentional attitudes or behaviour, a lack of intention does not stop the impact of racism being felt by individuals and communities. It is important to recognise that racist incidents are often complex and interrelated with other events and may involve group as well as individual behaviour. Racism is a learned belief system or ideology, premised on the superiority of particular racial groups with power relationships and systems set up to favour these groups.

Disability discrimination

Discrimination against people with disabilities takes many forms, and barriers are often created within society which makes it more difficult for disabled people to reach their full potential or to have equal access to the services they need. This appendix should be read in conjunction with the curriculum policy, the inclusion checklist, the School Accessibility plan and the SEND policy.

Sex discrimination

Discrimination based on sex can affect both men and women, is linked to stereotypes and may include the belief that one sex is intrinsically superior to another.

Other Protected Characteristics

Discrimination based on gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief and sexual orientation is linked to stereotypes and these characteristics, whereby someone is treated less favourably than another person without these characteristics.

Examples of how discrimination may manifest itself (this outlines the most common forms of discrimination, but does not constitute a complete list)

- Bullying
 - Name calling, discriminatory jokes, offensive mimicry
 - Offensive graffiti, damage to property
 - Physical intimidation or attack
 - Incitement of others to behave in a discriminatory manner
 - Verbal, online or written threats
- Disrespect
 - Disregard for proper pronunciation and use of names
 - Devaluing an individual's language, culture, sex or abilities
- Exclusion
 - Being non-cooperative with people because of their race, sex, sexual orientation, age, religion or beliefs
 - Making general assumptions about an individual because of their race, sex, sexual orientation, age, religion or beliefs
 - Having false or low assumptions about an individual because of their race, sex, sexual orientation, age, religion or beliefs Inclusion or exclusion in activities on race, sex or disability

- Refusing to employ or promote individuals because of their race, sex, gender reassignment, disability, age, marriage and civil partnership, pregnancy and maternity, religion or belief and sexual orientation.
Failing to ensure parental access to information
- Failure to ensure the curriculum reflects the diversity of the school community
- Communication
 - Discriminatory terms in the course of discussion
 - Abuse of personal property
 - Bringing in racist, sexist or other discriminatory materials
 - Discriminatory text messages
 - Downloading and passing on of discriminatory materials
- Employment
 - Refusing to consider the needs of fathers who wish to adapt their working practices due to the need to be the principal child carer
 - Planning CPD in such a way that part-time employees (statistically more likely to be women) cannot access it
- Curriculum
 - Allowing stereotypical images to persist in the delivery of the curriculum

The following are protected characteristics as set out in the Equality Act 2010:

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

For further information, please refer to www.gov.uk/discrimination-your-rights.