Southerly Point Co-operative Multi-Academy Trust

EQUALITY POLICY

Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

*Inclusive of protected characteristics

Provenance	Date
Working Party	**Oct 2017**
HR checks	
Union Consultation	**Oct 2017**
Trustees' Ratification	**Mar 2018**
Implementation	**May 2018**

Review Date
Feb 2021 Clarification of where further guidance for staff can be found in school setting. Each school will review its Equality Action Plan to accompany Equality Policy.
Jan 2023

To be read in conjunction with:	**Teacher Appraisal Policy** **Support Staff Appraisal Policy** **Disciplinary Policy** **Grievance Policy** **Staff Well Being**

Self Help   Self Responsibility   Equity   Equality   Democracy   Solidarity

Social Responsibility   Honesty   Openness   Caring for Others

Southerly Point Co-operative Multi-Academy Trust

EQUALITY POLICY

Introduction:

Since the Equality Act 2010 came into effect in April 2011 there has no longer been a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it fulfils the specific duties to publish information and evidence, and to decide on specific and measurable objectives.

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1. **Legal framework**

   1.1 We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

   1.2 We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

   1.3 We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. **Guiding principles:** In fulfilling the legal obligations cited above, we are guided by nine principles:

2.1 Principle 1: All people are of equal value.

We see all learners and potential learners, their parents and carers, staff and members of our community as of equal value:
   i)   whether or not they are disabled
   ii)   whatever their ethnicity, culture, national origin or national status
   iii) whatever their gender and gender identity
   iv)   whatever their religious or non-religious affiliation or faith background
   v)   whatever their sexual identity
   vi)   whatever their age
   vii) Other characteristics – there are 9

2.2 Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless 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:
   i)   disability, so that reasonable adjustments are made
   ii)   ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
   iii) gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
   iv)   religion, belief or faith background
   v)   sexual identity.
   vi)   age

2.3 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:

i) positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
ii) 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
iii) mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

2.4 Principle 4: We observe equalities practice in staff recruitment, retention and development.

Policies and procedures embed practice to ensure all employees and potential employees are treated equally for example in recruitment and promotion, and in continuing professional development:

i) whatever their age
ii) whether or not they are disabled
iii) whatever their ethnicity, culture, religious affiliation, national origin or national status
iv) whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

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

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

i) disabled and non-disabled people
ii) people of different ethnic, cultural and religious backgrounds
iii) girls and boys, women and men, and the various gender and sexual identities

2.6 Principle 6: We consult and involve widely.

We engage with a range of groups and individuals across the Trust to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

i) disabled people as well as non-disabled
ii) people from a range of ethnic, cultural and religious backgrounds
iii) both women and men, and both girls and boys
iv) people of all gender and sexual identities
v) people across the full age spectrum

2.7 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:

i) disabled people as well as non-disabled
ii) people of a wide range of ethnic, cultural and religious backgrounds
iii) both women and men, and both girls and boys
iv) people of all gender and sexual identities
v) people across the full age spectrum

2.8 Principle 8: We base our policies and practices on sound evidence.

We maintain and publish quantitative and qualitative information which shows our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which we decide on specific and measurable objectives.

Evidence relating to equalities is integrated into our self-evaluation documentation.

2.9 Principle 9: Measurable objectives

2.9.1 We formulate and publish specific and measurable objectives, based on the consultations we have conducted (principle 6) and the evidence we have collected and published (principle 8).

2.9.2 The objectives which we identify take into account national and local priorities and issues, as appropriate.

2.9.3 Our equality objectives are integrated into the Trust and individual School Improvement Plans as appropriate.

2.9.4 We keep our equality objectives under review and report annually on progress towards achieving them.

3. The Curriculum

3.1 We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in Section 2 above.

4. Ethos and Organisation

4.1 We ensure the principles listed in Section 2 above apply to the full range of our policies and practices, including those that are concerned with:

    i)   pupils' progress, attainment and achievement
    ii)   pupils' personal development, welfare and well-being
    iii)   teaching styles and strategies
    iv)   admissions and attendance
    v)   staff recruitment, retention and professional development
    vi)   care, guidance and support
    vii)   behaviour, discipline and exclusions
    viii)   working in partnership with parents, carers and guardians
    ix)   working with the wider community.

5. Addressing prejudice and prejudice-related bullying

5.1 The Trust and its schools are opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in Section 1:

    i)   prejudices around disability and special educational needs
    ii)   prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
    iii)   prejudices reflecting sexism and homophobia
    iv)   prejudices reflecting age

5.2 There is guidance in the schools' Anti-Bullying Policy and Behaviour Policy on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

5.3 We keep a record of prejudice-related incidents and, if requested, provide a report to the Trust Board about the numbers, types and seriousness of prejudice-related incidents at our schools and how they are dealt with.

6. Roles and responsibilities

6.1 The Trust Board via those in governance is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

6.2 There is an Equalities nominated member of the governing body.

6.3 The headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

6.4 A senior member of staff has day-to-day responsibility for co-ordinating implementation of the policy.

6.5 All staff are expected to:
    i)   promote an inclusive and collaborative ethos in their classroom
    ii)   deal with any prejudice-related incidents that may occur
    iii) plan and deliver curricula and lessons that reflect the principles in Section 2 above
    iv) support pupils in their class for whom English is an additional language
    v)   keep up-to-date with equalities legislation relevant to their work.

7. Information and resources

7.1 We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

7.2 All staff and those in governance have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

8. Religious observance

8.1 We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

9. Staff development and training

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

10. Breaches of the policy

10.1 Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

11. Monitoring and review

11.1 We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

11.2 In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender. We monitor pay progression data to ensure there is no unintended bias.

Sample Equality and Diversity Provision Map

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Equality and Diversity Return

School: Helston Community College

Updated: July 2021
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Protected Characteristics
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- **To eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it.**
- **Foster good relations between people who share a protected characteristic and people who do not share it.**
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Age
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- We monitor the attainment and progress of summer born pupils in early years and primary settings
- We identify and address barriers to learning and provide support where necessary.
- Extended school, such as breakfast and after-school clubs; activities take into account pupils' needs.
- Pupils have opportunities to learn about the experiences of all members of the community regardless of their age.
- We ensure the curriculum has positive images of all people regardless of age.
- We actively support the recruitment of all people regardless of age and support them in their work and career development and try to reflect the diversity of the school community and its workforce
- During staff selection processes, performance management, career development and promotion, we abide by the specific Equality Duties and take advice from HR
- We make reasonable adjustments to ensure that all employees, volunteers and visitors can fully participate and contribute.

School specific examples in red :

- Year 7 pupils act as transition mentors for younger primary pupils and Post 16 students mentor pupils in Key Stage 4
- Pupils support events such as our Senior Citizens' Christmas party and also visit local care homes.
- PSHE sessions on dementia awareness.
- We are developing a new pupil leadership structure which creates additional opportunities for all year groups.
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Disability
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We are committed to working for the equality of children, young people and adults with and without special educational needs and disabilities. All
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reasonable steps are taken to ensure that these children and adults are not placed at a substantial disadvantage compared with non-disabled peers. We are committed to providing an environment that allows disabled people full access to all areas of learning and school life. Some of the strategies we use are:

• Teachers ensure planning and resources are modified as appropriate for children and young people with disabilities e.g. large print, or different coloured paper.
• Extended support services are used to ensure that pupils with disabilities fulfil their potential.
• The progress of all groups including disabled pupils is tracked and monitored carefully
• Children, young people and families as well as staff are consulted on any changes or issues affecting them rather than just with people acting on their behalf
• We provide a curriculum that supports all, to ensure SEND children and young people can take part in all aspects of the curriculum, including educational visits and journeys; lunchtime activities; PE and dance and assemblies.
• Extended school activities such as breakfast and after-school clubs take into account pupil needs and access issues and pupils attending reflect the diversity of the school population
• Children and young people have opportunities to learn about the experiences of disabled people and the discriminatory attitudes they sometimes experience, through the curriculum and as part of assembly themes.
• Through our cooperative trust values we promote an awareness of human rights and how to apply and defend them;
• We develop skills of participation and responsible action – for example through citizenship education
• In order for pupils who are under-achieving or who have SEND , to make progress in their learning and their personal well-being, we provide extra and additional support e.g. ensuring that children with visual impairment have accessible texts; that children with hearing impairment have an enhanced acoustic classroom environment;
• We provide additional information and support to parents of under-achieving children (e.g. SEN review meetings, discussing needs);
• Additional support is also provided for disabled parents/carers and staff to help them to play a full part in the life of the school (e.g. providing a sign interpreter for a deaf parent; ensuring that meetings are held in the most accessible parts of the school to support wheelchair users).
• We ensure SEND children and young people with particular skills or talents take part in gifted and talented programmes.
• There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising etc;
• We actively promote positive images which reflect the diversity of the school and community in terms of SEN and disability, for example in assemblies, through the curriculum, books, publications and learning materials and in classroom/corridor display.
• Provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build

positive relationships, including links with different schools and communities for example the SKIP council meetings.
• Provide extended services, with opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups, for example family learning sessions.
• All Southerly Point MAT schools actively work together to support our pupils and staff with specialist advice, training and resourcing for example SEND network meetings.
• There is effective transition between our primary and secondary schools to ease the stress of moving and increase familiarity with new surroundings;
• Carrying out accessibility planning for disabled people in our community to facilitate their participation in the curriculum and school life; by improving the physical environment of the school and the availability of accessible information to disabled members of the school community.
• We are aware of the Reasonable Adjustment duty for disabled pupils which is designed to enhance their access and participation to an equal level as all pupils and stop them being placed at a disadvantage compared to their peers.
• Addressing prejudice-related bullying related to disability/SEN

We actively support the recruitment of disabled people and support them in their work and career development; we try to reflect the diversity of the local community in its workforce;
• We actively support the recruitment of all disabled people and support them in their work and career development and try to reflect the diversity of the school community and its workforce
• During staff selection processes, performance management, career development and promotion, we abide by the specific Equality Duties and take advice from Neopeople HR
• We make reasonable adjustments to ensure that all disabled employees, volunteers and visitors can fully participate and contribute.
• Consultation on all employment policies and procedures is available in a number of formats eg website, paper and braille upon request.
School specific examples in red :

- Various adjustments have been made to the College site to improve accessibility and the new build on North Site is DDA compliant.
- Assemblies, PSHE sessions and charity fundraising events to raise awareness of disability issues and show them in a positive light. Particular attention is paid to disabilities that are pertinent to our College Community.
- Professional development for staff, to facilitate the successful inclusion of pupils with particular disabilities.
- Individual support where necessary to allow full access to the curriculum and enrichment activities.
- Student focus group set up to give feedback on Accessibility Plan and Equality Policy and Action Plan.

The school records any incidents of bullying related to disability/SEN. There have been 5 recorded incidents in the past academic year. (2020-21)

Gender Reassignment	We are committed to providing a safe and supportive environment for all and aim to tackle any discrimination faced by pupils, staff and our school community who are transgender or undergoing or wish to undergo gender reassignment.

We seek to protect members of our school community from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association ensuring that all gender variant staff, pupils, or the children of transgender parents, are not singled out for different and less favourable treatment from that given to others.

We ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.

We refer to the Department for Education and Local Authority published specific guidance on bullying including transphobic bullying.

School specific examples in red:

- Student focus group set up to give feedback on Equality Policy and Action Plan
- Differences in gender and sexuality are discussed in an appropriate and balanced way through PSHE programme and assemblies.
- Individual support plans in place for students who are in process of gender reassignment or gender questioning.
- We have a support worker for pupils who are transitioning and make individual adjustments as appropriate to ensure their social, emotional and well-being needs are addressed appropriately e.g. members of the pastoral support team have received training to better support these pupils.
- We provide separate multi-use changing facilities and toilets for non-binary students where this is better meets their needs.
- We discuss an individual support plan with gender variant students. Plan may include things such as which pronoun they would prefer to be used in relation to themselves, curriculum adjustments e.g. PE and any pastoral or emotional support.
- LGBTQ+ lunchtime group set up with students and support from Intercom trust. Open to all students to discuss issues affecting the LGBTQ community and signpost further support where required.
- Support is made available for staff who are transitioning or who have undergone gender reassignment.

The school records any incidents of transphobic bullying. There has been 1 recorded incident in the past academic year. (2020-21) |
| **Marriage and Civil Partnership (but only in respect of eliminating unlawful discrimination** | We are committed to providing a safe and supportive environment for all of our pupils and staff and aim to tackle any discrimination faced by staff and school community who are entering into marriage or civil partnership.

Teaching about relationships in our PSHE and citizenship curriculum is done in a sensitive, reasonable, respectful and balanced way. |

| | We follow the guidelines of our HR team when supporting our staff and school community where necessary.

School specific examples in red:

- Marriage and civil partnerships are included within our RE curriculum |
|---|---|
| **Pregnancy and Maternity** | We are committed to providing a safe and supportive environment for all of our pupils, staff and school community and aim to tackle any discrimination faced by those who are pregnant or who have recently had a baby.

We follow the guidelines of our HR team when supporting our staff and school community through the maternity and paternity period.

We make reasonable adjustments against a risk assessment to support those who are pregnant.

School specific examples in red:

- Requests for changes to employment contracts following pregnancy are considered from a family friendly perspective.
- Use of our day nursery is provided as an option for Post 16 students who require child care provision to complete their studies. This is also very popular with staff, enabling them to return to work at a time suitable to them. |
| **Race- This includes ethnic or national origins, colour or nationality** | The MAT has high expectations of all pupils and is dedicated to helping all pupils to reach the highest possible standards of achievement. Some of the strategies we use are:
- We identify and address barriers to the participation of particular groups as individuals in learning and other activities:
- We monitor the attainment and progress of all our pupils by ethnicity every term – groups that need to accelerate progress are identified and teachers supported to ensure it happens.
- Barriers to learning are identified and addressed; support is provided to include nurture groups, small group tuition, 1:1 specialist support etc
- We are continuing to develop a curriculum that supports all pupils to understand, respect and value difference and diversity.
- Ensuring that the curriculum is supported by resources that provide a range of positive images that reflect the diverse communities of modern Britain.
- Use materials that reflect a range of cultural backgrounds, learning styles and linguistic needs
- Celebrating special events such as Black History Month, Chinese New Year etc as part of assembly.
- Provide opportunities for pupils to maintain links with their own culture, while at the same time appreciating cultural diversity |

	- Employ a range of styles, including collaborative learning, so that pupils can learn to value working together - Provide support for children to access the curriculum including specialist teacher/TA support for EAL pupils as required - Ensure staff have training in aspects of supporting EAL learners - Provide educational visits and extra-curricular activities that reflect all groupings among our pupils. - Meet the dietary needs of all pupils and staff - Implementing our anti-Bullying Policy to develop pupil awareness and understanding of bullying behaviour or harassment on the basis of race, ethnicity or cultures. - Challenge racial discrimination and stereotyping, and teach pupils how to recognise bias. - Deal with any racist incidents in an effective and consistent manner - Address prejudices around racism and xenophobia, including those that are directed towards religious groups and communities and those that are directed against travellers, refugees and people seeking asylum. 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 - Keep accurate information about the ethnic origin, first language and religion of all pupils and staff - Actively support the recruitment of staff, governors and volunteers to the school which reflect the diversity of the school community - Additional support is also provided for parents/carers to help them to play a full part in the life of the school (e.g. providing information in different languages as required). School specific examples in red: - There are a wide range of local, national and international trips and visits that introduce students to different races, ethnicities and cultures. The annual visit to Auschwitz-Birkenau is particularly moving for both staff and students. - We have a range of international exchange students who join us regularly, from China and Germany for example. Our pupils regularly take part in exchanges with Spain and Italy. - Student focus group to be set up next year to review the KS3 curriculum in terms of racial and cultural diversity. **The school records any incidents of prejudiced-related incidents. There have been 9 recorded incidents in the past academic year. (2020/21).**
Religion or belief , this includes non-religious beliefs	We promote respect and understanding for the religious, atheist or agnostic beliefs and practices of all staff, pupils and parents. Some of the strategies we use are: - Pupils and staff are encouraged to share and compare knowledge and understanding of their beliefs/ faiths and cultures with one

	another through curriculum based projects in RE, PSHE and assemblies – this supports pupils in building their sense of identity and belonging in a diverse culture. Lessons are used to value and celebrate diversity. ● Although our Collective Worship themes are 'broadly Christian' in nature we ensure that no one faith is purported to be any truer than another. ● We maximise opportunities to celebrate the richness and diversity of different faiths and cultures through Multi-Faith/Multi-Cultural celebrations (e.g. Diwali, Chinese New Year, Harvest) and through visits and visitors into school. ● We are mindful of the need to be aware of the potential risks of radicalization and extremism within our school community and policy and practice reflect local procedures and national guidance ● We are proactive in providing as much information as possible to parents about our curriculum. ● All pupils are expected to work together in a constructive and positive manner ● Pupils are discouraged from using language that makes fun of people because of their religion or beliefs. Pupils will be commended when they challenge such language and will be reminded of the negative effects of stereotyping based on religion or belief. ● Pupils have the opportunity to learn about the harmful effects of religious prejudice stereotyping within RE ● New resources will portray people of all ages, religions and beliefs in ways that are non-prejudicial and non-stereotypical. ● Our uniform policy does not discriminate because of race, religion or belief. ● The school complies with reasonable requests relating to religious observance and practice for its pupils without it affecting participation in statutory education ● The school complies with reasonable requests relating to religious observance and practice for its staff. ● All incidents of bullying and harassment, including that based on, religion or belief, are be dealt with in an effective and consistent manner. School specific examples in red: ● The time allocated to RE within the curriculum was increased in 2018- 19 ● All staff experience Prevent training. **The school records any incidents of bullying and harassment based on religion or belief. There has been 1 recorded incident in the past academic year. (2020/21).**
Sex	We are committed to ensuring equality of education and opportunity for all pupils, staff, parents, carers and visitors receiving services from the

school, irrespective of gender. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Some of the strategies we use are:

We expect all pupils regardless of gender and/or gender identity to perform equally well in all subjects and activities, and we monitor pupil achievement and participation to ensure that any gap between pupil groups is reduced.

- All pupils have equal access to all curricular opportunities and activities.
- All pupils are expected to work together in a constructive and positive manner
- The talents of all pupils regardless of gender and/or gender identity are recognised and represented in Gifted and Talented programmes and representation on the programmes fully reflects the school population in terms of gender;
- There is an inclusive approach to ensuring all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council by election or co-option); class assemblies; fund raising, sports teams etc;
- Identifying and addressing barriers to the participation of all pupils regardless of gender and/or gender identity in particular activities
- We also seek to ensure that policies designed to improve the attainment of one group of pupils does not do so at the expense of achievement by others.
- Staff ensure that all children are encouraged to engage with a wide range of resources that challenge traditional stereotypes.
- New resources are vetted to ensure that they show girls, boys, women and men involved in a diverse range of non-stereotypical roles and activities, thereby challenging stereotyped ideas about what females and males can and should do
- When appropriate, stories and poems which challenge gender stereotypes are read in class and during acts of collective worship
- Pupils are discouraged from using sexist language and commended when they challenge such language

School specific examples in red:

- This year we have moved towards a unisex Uniform Policy taking on board feedback from pupils.
- We are currently developing a pupil leadership structure which removes gender specific roles.
- Data tracking is used to reveal groups that need certain interventions and these is co-ordinated by Assistant Headteachers and Directors of Key Stage, e.g. English and Maths support, raising aspiration events.
- We have a support worker for pupils who are transitioning and make individual adjustments as appropriate to ensure their social, emotional and well-being needs are addressed appropriately e.g Members of the pastoral support team have received training to better support these pupils

	● We provide separate multi-use changing facilities and toilets for pupils who are we provide separate multi-use changing facilities and toilets for pupils who are transitioning genders. ● We discuss with any gender variant pupil which pronoun they would prefer to be used in relation to themselves ● LGBTQ+ lunchtime group set up with students and support from Intercom trust. Open to all students to discuss issues affecting the LGBTQ+ community and signpost further support where required. ● Support is made available for Staff who are transitioning or who have undergone gender reassignment. Gender pay gap- The MAT conducts a yearly review of pay and gender and publishes its findings All job descriptions person specifications and grades are based on the role regardless of gender
Sexual Orientation	We are committed to providing a safe and supportive environment for all and aim to tackle any discrimination faced by pupils, staff and our school community who are lesbian, gay or bisexual. We seek to protect members of our school community from direct and indirect discrimination and victimisation, which includes discrimination based on perception and on association ensuring that all lesbian, gay or bisexual pupils, or the children of lesbian, gay or bisexual parents, are not singled out for different and less favourable treatment from that given to others. School specific examples in red: ● LGBTQ+ lunchtime group ● Student focus group set up to give feedback on Equality Policy and Action Plan We ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly. We refer to the Department for Education's published specific guidance on bullying including homophobic bullying. **The school records any incidents of homophobic bullying. There have been 9 recorded incidents in the past academic year. (2020/21).**
Definitions	The link below will offer helpful information to parents, carers, staff or children on definitions of the terms used above. https://www.citizensadvice.org.uk/law-and-courts/discrimination/protected-characteristics/