Marple Hall School

Policy Document

Marple Hall School
Equality and Diversity Policy

Staff responsible for policy: Claire Gregory

Date reviewed: Spring 2025

Date approved by Governors: …Spring 2025

Signed by Chair of Committee: ……

Signed by Headteacher: .....

Date for next review: Spring 2027

Marple Hall School
Equality and Diversity Policy

1. The legal and local framework for this policy is:

The Equality Act 2010 which replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Stockport Diversity and Equality Policy and Comprehensive Equality Scheme.

2. Aims and Values

Our school ethos states:

Marple Hall School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person, both students and staff, within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, sex, race, disability, religion or belief, sexual orientation, pupils who are pregnant or have recently given birth, or who are undergoing gender reassignment.

We endeavour to promote positive relationships with parents, governors and members of the wider community.

At Marple Hall School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to

- **Race**
- **Sex or gender**
- **Sexual orientation**
- **Gender reassignment**
- **Disability**
- **Age**
- **Religion or belief**
- **Marriage and Civil Partnership**
- **Pregnancy and maternity**

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

We aim to:

- provide a secure environment in which all our children can flourish and we remain committed to the principles of Keeping Children Safe in Education.
- provide a curriculum that exposes pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge;
- provide a learning environment that does not subject individual staff members or pupils to discrimination, and where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which they are able to see their place in the local, regional, national and international community;
- include and value the contribution of all members of our school community to our understanding of equality and diversity;
  - provide positive non-stereotyping information about different groups of people regardless of:
  - **Race**
  - **Sex or gender**
  - **Sexual orientation**
  - **Gender reassignment**
  - **Disability**
  - **Age**
  - **Religion or belief**
  - **Marriage and Civil Partnership**
  - **Pregnancy and maternity**
  -
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data from students to ensure all groups are progressing well and no group is subject to disadvantage;
- collect data regarding staff pay, appraisal, absence, capability, grievance, discipline and turnover to prevent any discrimination to staff
- use all available information to set suitable learning challenges for all, respond to pupils' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- have high expectations of behaviour which demonstrates respect to others;
- ensure that students are not discriminated against:-
  - in relation to admissions
  - in the way we provide education for pupils
  - in the way we provide pupils access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment.

3. Leadership, Management and Governance

Marple Hall School is committed to:

- being proactive in promoting good relationships and equality of opportunity across all aspects of school life and the wider community;
- encouraging, supporting and enabling all pupils and staff to reach their potential and make a positive contribution;
- working in partnership with families, the local authority (LA) and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination ensuring that our **Equality and Diversity Policy** is followed.

Responsibilities

The Governing Body

It is the Governing Body's responsibility to:

- ensure that the school complies with equality legislation;
- meet requirements to publish equality schemes;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate equality impact assessments informing future plans;
- scrutinize the recording and reporting procedures at least annually;
- follow the LA's admissions policy, which is fair and equitable in its treatment of all groups;
- monitor attendance and take appropriate action where necessary;
- have equal opportunities in staff recruitment and professional development and membership of the Governing Body;
- provide information in appropriate, accessible formats;
- be involved in dealing with serious breaches of the policy;
- be pro-active in recruiting high-quality applicants from under-represented groups.

The Headteacher

It is the Headteacher's responsibility to:

- implement the policy and its strategies and procedures;
- ensure that all staff receive appropriate and relevant continuous professional development;
- actively challenge and take appropriate action in any cases of discriminatory practice;
- deal with any reported incidents of harassment or bullying in line with LA guidance; and GB's Dignity at Work Policy
- ensure that all visitors and contractors are aware of, and comply with, the school's equality and diversity policy;

All Staff

It is the responsibility of all staff to:

- be vigilant in all areas of the school for any type of harassment and bullying;
- deal effectively with all incidents from overt name-calling to the subtler forms of victimisation caused by perceived differences;

- identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- promote equality and good relations and not discriminate on grounds of

    - Race
    - Sex or gender
    - Sexual orientation
    - Gender reassignment
    - Disability
    - Age
    - Religion or belief
    - Marriage and Civil Partnership
    - Pregnancy and maternity
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information provided by the school**.**

Breaches of the Policy

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.

4. Policy Planning and Review

We ensure that all policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion and in continuing professional development, regardless of age, disability, ethnicity, culture, religious affiliation, national origin or status, gender and sexual identity and with full respect for legal rights relating to pregnancy and maternity.

Policy planning and development

- In the planning and development stage of policy-making, we will ensure we have consulted and taken into account stakeholder views.
- All improvement plans will be designed with equality impact assessment built in to monitor the success of each activity.
- There will be a systematic review of the impact of all policies and procedures on equality and diversity to address any areas of inequality. (Eg. achievement and attainment will be analysed to ensure progress for all, especially in relation to any identified disadvantaged groups; attendance and exclusion data will be reviewed to ensure no over-representation of any one group).
- Our target-setting processes ensure appropriate, challenging targets are set in relation to identifiable groups as well as individual pupils / cohorts.

Monitoring and Quality Assurance

- Each pupil's progress is monitored and tracked. The resulting data is analysed in respect of gender, race, ability or additional needs, looked-after status.

- In addition to monitoring to rule out any potential disadvantage, quality assurance procedures ensure the school meets its duty to positively promote diversity.
- The data collected is used to inform further school planning, target-setting and decision-making.