THE
ADEYFIELD ACADEMY

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Equity and Equality Policy

Date: **September 2026**

Review Date: **September 2028**

Co-ordinator: **Ms J Day**

Responsibility Committee: **Education Committee**

Signed by……..……. Dawn Mason (Headteacher)

Signed by…….…….. Kim Bristow (Chair of Governors)

1. Legal Framework

We welcome our duties under the Equality Act 2010 and the Public Sector Equality Duty 2011 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity and race, gender (including issues of transgender, and of maternity, paternity and pregnancy), religion and belief, and sexual identity.

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. Types of Discrimination ('Protected Characteristics')

It is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics'.

3. Principles and Policy

Principle 1. All Students Are Equal

We see all students and potential students, and their parents and carers, as equal:

- whether or not they have a disability
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

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 in the kinds of barrier and disadvantage which people may face, especially in relation to:

- disability, so that reasonable adjustments can be made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of all individuals are recognised equally
- age

- religion, belief or faith background
- sexual identity.

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:

- positive attitudes towards people with disabilities, and an environment free from harassment or discrimination against people with disabilities
- positive interaction, tolerance, and understanding between people, groups and communities who are different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an environment free from discrimination, harassment, bullying or any other abuse of such individuals, groups or communities
- mutual respect, tolerance and understanding irrespective of gender or sexual identity, and an environment free from sexual or homophobic abuse, discrimination or harassment
- positive attitudes and respect, irrespective of age.

Principle 4. We Observe Good Equalities Practice In Staff Recruitment, Retention and Development

We ensure that policies and procedures should protect and afford equality of opportunity to all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they have a disability
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy, maternity and paternity
- whatever their age.

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 and practices, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist and which may disadvantage an individual, or a group of people, because of any protected characteristic.

Principle 6. We Consult and Involve Widely

We engage and consult with a diverse range of groups and individuals to ensure that our policies support our equality objectives, and to ensure that those who may be affected by a policy or practice are heard and have input into the revision of existing policies or the drafting of new policies and procedures. We are inclusive in our discussions and consultation.

Principle 7. Society As A Whole Should Benefit

We intend that our policies and practices should benefit society as a whole, both locally and nationally, by fostering greater inclusion and diversity, social cohesion and tolerance of all people irrespective of any protected characteristics.

Principle 8. We Base Our Practices On Sound Evidence

We maintain and publish quantitative and qualitative information showing our compliance with the Public Sector Equality Duty set out in the Equality Act 2010.

Principle 9. Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement and consultation which has taken place (Principle 7). The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

4. The Curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in this policy.

5. Ethos and Organisation

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

- students' progress, attainment and achievement
- students' personal development, welfare and well-being
- teaching styles and strategies
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents and carers
- working with the wider community.

6. Addressing Prejudice and Prejudice-Related Bullying

The school is opposed to and stands against all forms of prejudice, inequality, intolerance and discrimination and in particular:

- bullying or abuse relating to disability and special educational needs
- racism and xenophobia, including bullying or abuse towards religious groups and communities, for example antisemitism and Islamophobia, or against the traveling community, migrants, refugees and people seeking asylum, sexism and homophobia. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

7. Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The governing body’s Education Committee monitors the implementation of this policy.

The Principal 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, harassment or abuse.

A senior member of staff has day-to-day responsibility for coordinating implementation of the policy.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in this policy
- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

8. Information and Resources

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

9. Religious Observance

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

10. Staff Development and Training

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.

11. Breaches of The Policy

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 Principal and governing body.

12. Monitoring and Review

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

In particular, we collect, analyse and use data in relation to student achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status, and gender.