



| Equality Policy | |
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| Lead Governor & Member of SLT: | Mr D Rees & Mr H Singh |
| To be approved by: | FGB |
| Frequency of review: | Annually |
| Date approved: | September 2022 |
| Next review date: | September 2023 |

Rationale

Queensbridge School's diversity makes it unique within our city and a truly rewarding place to work. Our values of inclusion, tolerance and acceptance imbue our school community and underpin our work. We seek to celebrate our pupils whilst instilling mutual respect and tolerance and promoting their spiritual, moral, social and cultural development,

INTENT

Aims of the Policy

1. To promote equality and diversity in all aspects of school life,
2. To foster an environment of tolerance, cohesion and acceptance of staff and pupils building on positive relationships,
3. To develop pupils' spiritual, moral, social and cultural development,
4. To encourage pupils to reflect on their own identities and those of their peers,
5. To ensure that school complies with its statutory obligations.

Equalities Act 2010

It is unlawful for a school to discriminate (be it direct, indirect discrimination, harassment or victimization) against a pupil or prospective pupil by treating them less favourably because of their

- Sex,
- Race,
- Disability,
- Religion or belief,
- Sexual orientation,
- Gender reassignment,
- Pregnancy or maternity.

Queensbridge School's Equality Objectives

To promote inclusion through fostering a sense of belonging rooted in mutual respect, tolerance and empathy;

- To recognise and explore the diversity within our school and wider society, celebrating these differences whilst promoting a sense of community and inclusion;
- To enable and encourage pupils to challenge discrimination and prejudice in a constructive and intelligent fashion when they encounter it;
- To establish and develop an engaging, relevant and dynamic curriculum which allows pupils to reflect and develop their own ideas within a formal academic setting;
- To prepare pupils for life in a large city in twenty-first century Britain, including further study and the world of work

Promoting equality and diversity at Queensbridge

Pupils can expect:

- High quality RSE provision through our bespoke Intensive Days (I Days) and Toolkit for Life (TFL) curricula,
- High quality form tutoring that is founded upon positive relationships and mutual respect,
- To have their own views and beliefs valued and listened to ,
- To be encouraged and challenged to reflect on their own experiences and to consider how these may be different to their peers',
- A stimulating and challenging curriculum which seeks to further their spiritual, moral, social and cultural development whilst be sensitive to the views, rights and beliefs of others.

Staff are expected to:

- Acquire and maintain a good knowledge of equalities issues and how these manifest in school,
- Promote equality and diversity by providing high quality TFL and form sessions,
- Establish an environment in which pupils feel safe to question and interrogate views other than their own in an appropriate and sensitive manner,
- Develop and refine subject curricula to reflect contemporary issues and debates,
- Attend training to ensure that they have the appropriate range and depth of knowledge,
- Deliver material in an objective, appropriate and sensitive fashion.

IMPLEMENTATION

Promotion of equality and diversity throughout school

- **Raise awareness of diversity:**
 - Promote a whole school ethos and set of values that promote cohesion and challenge prejudice, discriminatory language, attitudes and behaviours,
 - Inform pupils of the protected characteristics through TFL, I Days, I Weeks, assemblies, subject curricula and displays in order to prepare them for a healthy and fulfilling social and professional life in a diverse society,
 - Embed an understanding and appreciation of the contribution of different cultures and histories across curricula and forms one of the foundations of education at Queensbridge,
 - Be reactive to national and international events and take opportunities to discuss these issues, linking them to our school values as well as issues of inequality more broadly,
 - Explore issues faced by different groups of society and explore ways in which these issues are often intertwined.
- **Promoting equality :**
 - Take full advantage of opportunities to celebrate all aspects of our diverse school community through engaging and stimulating curricula and whole school activities
 - Equip pupils with the skills and knowledge to promote equality and challenge prejudice wherever it is encountered, promoting British Values and nurturing engaged young people with a strong sense of civic duty,
 - Provide pupils with differing viewpoints on a range of topics and debates, encouraging them to empathise with different experiences,
 - Tackle all forms of discrimination (including homophobia, biphobia, transphobia, racism, sexism and ableism) by applying the schools' Anti Bullying Policy as appropriate,
 - Provide pupils with the opportunity to reflect and reconcile in order to further their personal development and understanding.

IMPACT

Monitoring

- **Governing Body**
 - The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and objectives are implemented.

- Governors evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys)
- **Headteacher, Senior Leadership Team and Equality and Diversity lead**
 - 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.
 - The Deputy Headteacher (pastoral) has day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes,
 - The Deputy Headteacher and Equality and Diversity lead have responsibility for staff training and for evaluating the relevancy and efficacy of school's provision,
 - The Deputy Headteacher and Equality and Diversity lead have responsibility for providing training and guidance to new staff as part of the induction process.
 - By Cycle 4 2022 we will have in place a suite of training sessions for staff and pupil sessions which will seek to embed further the work that we do at Queensbridge by broadening our perspectives and deepening our understanding.
- **Teaching and Support Staff**
 - Teachers are responsible for promoting an inclusive and tolerant atmosphere in all areas of school,
 - Plan and deliver curricula which are appropriate, relevant and engaging, reflecting the values and ethos of the school,
 - Skillfully facilitate classroom discussions which allow pupils to explore their own views and those of others,
 - Foster an environment where pupils feel safe to ask questions in an appropriate way,
 - Challenge instances of prejudice in a sensitive and constructive manner.