THE SALTERNS ACADEMY TRUST – ADMIRAL LORD NELSON SCHOOL

Equalities Policy

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Article 2: 'The UN Convention on the Rights of the Child applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from'

1. Key Staff Involved

Role	Name(s)
Headteacher:	Chris Doherty
Deputy Headteachers:	M Hutton & K Holness
Assistant Headteacher: Inclusivity & SENCO	S Fenner
Chair of the Local Governing Body:	J Beecher & N Waites

2. Governing Body Statement

The Governors will ensure that:

The school complies with legislation, and that this policy and its related procedures and action plans are implemented. A member of the governing body has a watching brief regarding this policy

3. Introduction

Admiral Lord Nelson School is a highly inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

As a UNICEF 'Rights Respecting' school 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.

Our approach to equality is based on the following 7 key principles:

1. All people are of equal value. 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 and whatever their sexual orientation.
2. We use Relational and Restorative Practice to support conversations and to allow all people to have a voice and to be able to articulate their opinions. We use the framework of Relational and Restorative Practice to help construct conversations so that all are able to contribute.
3. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
4. We foster positive relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
5. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
6. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in

recruitment and promotion, and in continuing professional development.

7. We have the highest expectations of **all** our children. We expect that all students can make good progress and achieve to their highest potential.
8. We work to raise standards for all students ensuring we provide effective support for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of students raises standards across the whole school.

4. Purpose of the Policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that schools cannot discriminate against students or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity.

Age and marriage and civil partnership are also "protected characteristics" but are not relevant for equalities provision related to students.

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

The Public Sector Equality Duty requires schools to:

- have due regard to the need to eliminate discrimination
- advance equality of opportunity
- foster good relations between different people when carrying out their activities
- publish information to show compliance with the Equality Duty
- publish equality objectives at least every 4 years which are specific and measurable

Appendix 1 is a checklist of key equality considerations
Appendix 2 shows the school's Equality Objectives for 2024-27 in an Equality Action Plan

5. Development of this Policy

When developing the policy we took account of the DfE guidance on the Equality Act 2010 and also the OFSTED inspection framework 2025, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that OFSTED has a statutory duty to report on the outcomes and provision for students who are identified as having Special Education Needs and Disability (SEND).

6. Links to other Policies and Documentation

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we ensure that information about our responsibilities under the Equality Act are also addressed and considered in our School Improvement Plan.
There are also references in the Relationships and Behaviour Systems policy, Admissions policy, Special Education Needs and Disability (SEND) policy, Anti-bullying policy, Attendance Policy and the Accessibility Plan.

The Equality Act also applies to schools in their role as employers, and the way we comply with this are found in our Recruitment policy and in our staff handbook.

7. What we are doing to eliminate discrimination, harassment and victimisation?

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services
- We are aware of the Reasonable Adjustment duty for students with Special Educational Needs and Disabilities – designed to enhance access and participation to the level of other

students without disabilities and stop students with disabilities being placed at a disadvantage compared to their peers

- The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities
- We consult with a range of different stakeholders in the design of new policies, and in the review of existing ones
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day today life of the school (see Equality Impact Assessment questions – Appendix 3)
- We actively promote equality and diversity though the curriculum and by creating an environment which champions respect for all. Student voice is used to see the curriculum and school life through the eyes of all student groups such as those from ethnic minorities and with SEND with changes then made where appropriate.
- Our admissions arrangements are fair and transparent, and we do not discriminate against students by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

7.1 Behaviour, Exclusions and Attendance

The Relationships and Behaviour Systems Policy takes account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for students with disabilities. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

7.2 Addressing racist, homophobic and other prejudice based behaviour

The school challenges all forms of racist and homophobic behaviour and other prejudice based behaviour which stands in the way of fulfilling our commitment to inclusion and equality:

- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes
- prejudices around Special Educational Needs and Disability (SEND)

There is guidance in the staff handbook on how incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of incidents of racist and homophobic behaviour and provide a report to the governors about the numbers, types and seriousness of incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

8. What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through the admissions procedures.
- We collect data and monitor progress and outcomes of different groups of students and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and numeracy skills.

<u>We regularly produce and analyse data on:</u>

- the school population by gender, ethnicity and needs identified
- the number of students identified with a special educational need and/or disability and by their primary need or disability
- inequalities of outcome and participation, related to ethnicity, gender, economic disadvantage and special educational need and/or disability and those students for whom English is an additional language.
- standards reached by different groups across all year groups
- In relation to attendance and exclusions of different groups.

- We are aware that the legislation relates also to future students – we are for example, sufficiently prepared if a student with a disability joins our school.
- We avoid language that runs the risk of placing a ceiling on any students' achievement or that seeks to define their potential as learners, such as "less able".
- We use a range of teaching strategies that ensures we meet the needs of all students.
- We provide support and consider appropriate intervention to students at risk of underachieving.
- We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.
- We will take positive and proportionate action to address the disadvantage faced by particular groups of students. Data is rigorously and routinely examined to focus school improvement planning. As a result, actions are planned for, and actioned, as evidenced in the School Improvement Plan and in the school's Equality Objectives.
- 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, for example:
    - People with health conditions or impairments with those who do not
    - Those with a learning disability (ies) and those who do not
    - Students of different ethnic, cultural and religious backgrounds
    - Girls and boys
- We ensure equality of access for all students to a broad and balanced curriculum, removing barriers to participation where necessary.
- We are also implementing an Accessibility Plan designed to:
    - increase the extent to which students with disability can participate in the curriculum
    - improve the physical environment
    - respond to specialist advice to improved accessibility

9. What are we doing to foster good relations?

- We are a UNICEF Gold Rights Respecting School.
- We teach students about the rights of children as detailed in the UNCRC.
- We use Relational and Restorative Practice to support conversations and to allow all people to have a voice and to be able to articulate their opinions.
- We provide regular opportunities to engage young people in Relational and Restorative Practice such as through 'community circle time' with their tutors.
- We prepare our students for life in a diverse society and ensure that there are activities across the curriculum that promote the spiritual, moral, social and cultural development of our students.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHEE (Aspiring Futures), Personal Development Days, Personal Development Curriculum and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and that promote positive images of people.
- We provide opportunities for students to listen to a range of opinions and empathize with different experiences.
- We promote positive messages about equality and diversity through displays, assemblies, Personal Development Days, the Personal Development course, Aspiring Futures programme (PSHEE) and whole school events e.g. Anti-Bullying week, The Gambia Project.
- We include Equalities matters in our School Magazine Latitude and through the school website and social media platforms.

9.1 Other ways we address equality issues

We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our students.
The implications for equalities of new policies and practices are considered before they are introduced (See appendix 3)

In order to ensure that the work we are doing on equalities meets the needs of the whole school community we:

- review relevant feedback from parent questionnaires, parents' evening, parent-school forum and/or focus meetings or governors' parent- consultation meeting.
- secure and analyse responses from staff surveys, staff meetings and training events.
- review feedback and responses from the children and groups of children, from the school council, Aspiring Futures (PSHEE) lessons, student surveys etc.
- carefully consider issues raised in Education and Health Care plan meetings and other support plans used.
- ensure that we secure responses and feedback at Governing Body meetings and from the governing body's working groups.

10. Publishing equality objectives (see APPENDIX 2: EQUALITY ACTION PLAN)

The objectives which we identify represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

We evaluate our success in meeting the Public Service Equality Duties by the extent to which we achieve improved outcomes for the different groups. We produce Equality Data Analysis (Progress review data for example), which informs our discussions about the Equality Objectives.

10.1 Our Equality Objectives are:

- Continue to improve the quality of provision and interventions for SEND and disadvantaged students so that improving outcomes can be demonstrated over time for these groups of students.
- Strategies are devised to celebrate difference and promote diversity so that all groups e.g. Young Carers, LGBTQ, EAL, Global Majority, CWCF feel a sense of belonging, sharing experiences as evidenced by the school diary, website, social media feeds and through a range of student voice activities.

These are made explicit in the School Improvement Plan (SIP) with clear success criteria. The SIP is shared amongst all staff who all contribute to implementing actions to meet these objectives.

10.2 Monitoring and reviewing objectives

We review and update the SIP at least half termly and report regularly to the governing body on progress towards achieving them. We involve and consult staff, students, governors and parents and carers.

11. Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this.

11.1 Governing Body

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. A member of the governing body has a watching brief regarding this policy.

Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment. Governors annually review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (eg. data) and qualitative evidence (eg. surveys)

11.2 Headteacher and Leadership Team

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 senior leadership team share responsibility for coordinating implementation of the policy and for monitoring outcomes.

11.3 School Staff

School staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that mayoccur
- plan and deliver a broad and balanced curriculum that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all students
- support different groups of students in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work

We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure. We will draw the expectations and duties of the Equality Act to the whole staff following the annual policy review.

11.4 Visitors

All visitors to the school, including parents and carers are expected to support our commitment to equalities and comply with the duties set out in this policy.

12. Equal Opportunities for Staff

This section deals with aspects of equal opportunities relating to staff. We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

We are also ensure wherever possible that the staffing of the school reflects the diversity of our community.

As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

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

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.

13. Monitoring and Reviewing the Policy

We review the information about equalities in the policy annually and make adjustments as appropriate carefully considering views of students, staff, governors and parents and carers.

14. Sharing this Policy

The Equality Policy, which includes the Equality Objectives, is available on the school website.

We will take opportunities to celebrate the work we are doing toward meeting the equality objectives through the school website, social media platforms, the school magazine 'Latitude', assemblies, staff meetings and other communications.

15. Supporting Practices, Guidance and Advice:

- Equality Act 2010
- Education Inspection Framework (DFE 2025)
- Anti-Bullying Policy
- Relationships & Behaviour Systems Policy
- Children we care for Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Home/School Agreement
- School Improvement Plan
- Recruitment Policy
- Attendance Policy
- Portsmouth Anti-Racism Toolkit

APPENDIX ONE

Check list for school staff and governors

- ❒ The school collects information on race, disability and gender with regards to both students and staff, eg. student achievement, attendance, exclusions and staff training.
- ❒ This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities.
- ❒ The Equality Policy and Plan and Objectives have been shaped by the views, input and involvement of staff, parents, governors and other stakeholders.
- ❒ The school publishes information to demonstrate purposeful action on the general duties.
- ❒ The school analyses student achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need.
- ❒ The school sets Equality Objectives to improve outcomes for vulnerable students and monitors progress on reaching these objectives.
- ❒ A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes.
- ❒ The school ensures that all staff understand and implement the key requirements of the Equality Policy.
- ❒ The school ensures that the Equality Policy is accessible through the school website.
- ❒ The curriculum includes opportunities for all students to understand and celebrate diversity and difference.
- ❒ All groups of students are encouraged to participate in school life and make a positive contribution.
- ❒ The school monitors bullying and harassment of students in terms of difference and diversity (ie. different groups) and takes action if there is a cause for concern.
- ❒ Visual displays and multi-media resources reflect the diversity of the school community.
- ❒ Global Majority, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and assemblies.
- ❒ The school environment is increasingly accessible to students, staff and visitors to the school – including the acoustic environment.
- ❒ The accessibility needs of parents, students and staff are considered in the publishing and sending out of information.
- ❒ The Governing Body is representative of the community it serves.
- ❒ Procedures for the election of parent governors are open to candidates and voters who are disabled.

EQUALITY ACTION PLAN (including accessibility plan) 2024-27

Public Sector Equality Duty	Equality Objectives	Actions	How will the impact of the action be monitored?	Who is responsible?	Time Frames	Outcomes
Advance equality of opportunity Article 28: (Right to education): Young people should be encouraged to reach the highest level of education of which they are capable	Continue to improve the quality of provision and interventions for SEND and disadvantaged students (incl via Relational and Restorative Practice) so that improving outcomes can be demonstrated over time for these groups of students.	Refer to School Improvement Plan which includes detailed actions and success criteria Pupil Premium Strategy Statement • Admiral Lord Nelson School (alns.co.uk) SEND Strategy document	Half termly through SLT Exec and SIP monitoring meetings. Termly Governors monitoring of School Improvement progress	Steve Fenner Chris Doherty Katie Holness Matt Hutton Martin Fuller Wider leadership team	½ termly progress data analysis and reviews used to adapt and amend provision and intervention	Refer to School Improvement Plan/ pupil premium strategy/ SEND Strategy document which includes detailed actions and success criteria
Have due regard to the need to eliminate discrimination Foster good relations between different people when carrying out their activities Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.	Strategies are devised to celebrate difference and promote diversity so that all groups e.g. Young Carers, LGBTQ, EAL, Global Majority, CWCF feel a sense of belonging, sharing experiences as evidenced by the school diary, website, social media feeds and through a range of student voice activities	Refer to School Improvement Plan (including Student SIP) which includes detailed actions and success criteria	Half termly through SLT Exec and SIP monitoring meetings. Termly Governors monitoring of School Improvement progress	Steve Fenner Chris Doherty Katie Holness Matt Hutton Vicky Brown Sam Easson	½ termly progress data analysis and reviews used to adapt and amend provision and intervention	Refer to School Improvement Plans/ pupil premium strategy/ SEND Strategy document which includes detailed actions and success criteria

Appendix 3
Equality Impact Assessment

Our Equality Objectives are:

• Continue to improve the quality of provision and interventions for SEND and disadvantaged students so that improving outcomes can be demonstrated over time for these groups of students.

• Strategies are devised to celebrate difference and promote diversity so that all groups e.g. Young Carers, LGBTQ, EAL, Global Majority, CWCF feel a sense of belonging, sharing experiences as evidenced by the school diary, website, social media feeds and through a range of student voice activities.

In each case, please consider the implications and you will mitigate for any impact of them on particular groups of students**.**

1. What is the financial cost to students and the timeframe for this?
2. Will this involve any time outside of the normal school day *(think about young carers but also those with physical needs)?*
3. Are there any requirements to have IT or similar facilities at home?
4. Have you considered physical access *(wheelchair users or those with balance issues for example)?*
5. Are there sensory considerations you need to think about *(vision, hearing but also those associated with neurodiversity)*?
6. Is there anything which might impact on the emotional well being of the students *(for example connected to safeguarding issues)?*
7. Consider use of language and other potential areas of unconscious bias – *(for example - Is there equality of representation of ethnicity, sexuality and gender)*?
8. Is there anything that might affect those with dietary requirements taking part *(be that through illness, religion or personal choice)*?
9. Is there anything to think about for those with long term health needs *(particularly perhaps diabetics, epileptics and those with CFS or similar)?*
10. What do you need to think about in terms of SEND access?
11. If this assessment covers only a particular group of students *(for example a trip for High Attainers) what might you do to ensure others don't miss out)?*
12. Is the basis on which you select students going to adversely impact anyone *(for example a "first come first served" trip might impact those with less engaged parents, young carers, those with financial constraints waiting to be paid, those with SEND who "forget" the slip)*?