# Appendix C: Equality policy template

Whilst schools are not required to have an equality policy it can still be a useful tool to set out the school’s approach to equality and inclusion. This template outlines key areas to include in your policy and it particularly highlights things to include that will help tackle HBT bullying.

Schools are required under the public sector Equality Duty (PSED) to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the PSED.

Any equality and inclusion policy and the requirements under the PSED should be available on the school website and hard copies should also be available.

[Insert school vision statement here]

**School Statement on equality**

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and langauge.

1. **Legal framework**

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, gender reassignment, race, religion, sex and sexual orientation.

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

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.

1. **Guiding principles**

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

[Insert the key principles here – these should be guided by the school’s vision.]

1. **Development of the policy**

[Outline how this policy was developed – who was consulted and what resources and information you took account of.]

1. **Links to other polices and documentation**

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

* Pupils’ progress, attainment and achievement
* Pupils’ personal development and wellbeing
* Teaching styles and strategies
* SMSC and PSHE
* Admissions and attendance
* Staff recruitment, retention and professional development
* Care, guidance and support
* Special educational needs
* Behaviour, discipline and exclusions
* Bullying and addressing prejudice related bullying
* Working in partnership with parents, carers and guardians
* Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

1. **Our actions**

 **To eliminate discrimination, harassment and victimisation**

We meet our legal duty and live out our guiding principles listed above by:

* [This should include opposing prejudice and prejudice related bullying, taking account of equality with regards to the way the school provides facilities and services, taking account of equality with regards to attendance policies, actively promoting equality and diversity and creating an environment of dignity and respect.]

 **To advance equality of opportunity between different groups**

We meet our legal duty and live out our guiding principles listed above by:

* [This should include being alert to the potential impact of any negative, prejudicial language or behaviour on particular pupils and groups of pupils.]

**To foster good relations**

We meet our legal duty and live out our guiding principles listed above by:

* [This should include how you prepare pupils to live well together, respect diversity and equality, challenge discrimination and prejudice and listen to and treat others with dignity and respect.]

**Other ways we address equality issues**

* [List any other ways in which the school addresses equality issues, e.g. maintaining records of training relating to equalities and inclusion, any programme for reviewing school policies in relation to equalities.]
1. **Disseminating the policy**

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

1. **Roles and responsibilities**

[Outline here the roles and responsibilities of each member of the school community to uphold the principles and actions of this policy:

* + The governing body
	+ The headteacher and senior leadership team
	+ Teaching and support staff
	+ Pupils
	+ Parents and carers
	+ Visitors.]
1. **Staff development and training**

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

[Insert any further information about staff training.]

1. **Breaches of the policy**

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

1. **Monitoring and evaluation**

[Outline here how the school evaluates the equality objectives and equality data and how this policy is reviewed – equality objectives must be reviewed every four years and data must be published annually.]

**Date of Last review:**

Headteacher signed: Date:

Chair of governors signed: Date