

Equality Information



STATUTORY / NON-STATUTORY	STATUTORY
MEMBER OF STAFF RESPONSIBLE	Headteacher
DATE APPROVED BY Head/SLT	September 2021
GOVERNING BODY OR COMMITTEE RESPONSIBLE	GP
DATE OF FULL GOVERNING BODY APPROVAL	November 2021
REVISION DUE DATE	November 2023

Introduction

We recognise that the public sector equality duty has three aims and they are to:

- Eliminate unlawful discrimination, harassment and victimisation and other prejudicial conduct under the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who have a shared characteristic and those who do not.

The Leadership Team, year leaders and Subject Leaders review how well we achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief) in terms of academic outcome, wellbeing, behaviour and attendance.

The Leadership Team and other key leaders also promote opportunities for students and adults who share protected characteristics to be heard via a student/staff working party focusing currently on the inclusivity and diversity of our curriculum, our language and our visuals around our school.

School Context

Noadswood is a mixed 11-16 comprehensive school catering for students from across the catchment of mainly the semi urban Hythe/Dibden region of the lower Waterside, all of which is within 3 miles of the school and therefore there is no entitlement to school transport other than for a very small number of young people with individual needs.

The school has four designated linked Junior/Primary schools all of which are also linked to our neighbour local Secondary school. A significant minority of students come from outside of our catchment area, some from within the four linked schools but also from outside of the Hythe/Dibden area. In recent years we have taken students from a further six Junior schools.

The school has a resourced provision for physically disabled pupils with five designated places and a resourced provision for SEMH students with three designated places, increasing to ten by Sept 2025. In August 2011 the school converted to Academy status.

Further data can be found in Appendix A.

GUIDING PRINCIPLES (PRACTICE AND PROCEDURES)

In fulfilling the legal obligations referred to above and summarised in Appendix A, and in order to provide an excellent education, Trustees and colleagues are committed to the provision of equal opportunities for all, in all areas of school life.

Our curriculum along with our enrichment and wellbeing provision are planned to promote the spiritual, moral, cultural, mental and physical development of students at the school and of society, and to prepare students for the opportunities, responsibilities and experiences of later life. We firmly believe that we have a duty to eliminate unlawful discrimination and to promote equality of opportunity and good relations between all people of different groups.

All of our work is based is guided by seven principles:

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whichever their gender (sex) or gender (reassignment)
- Whatever their sexual orientation.

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and the barriers which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging, equipping students to thrive within school and within wider society:

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non- disabled people, and an absence of harassment of disabled people.
- positive interaction and good relations between all groups and communities within our Noadswood family,
- mutual respect and an absence of sexual harassment regardless of sex, sexual orientation or gender reassignment

Principle 4: Staff recruitment, retention and professional development is operated properly within the legal and equality duty laws.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between groups and communities within our school family.

Principle 6: We consult widely

All those affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We routinely talk to all stakeholders, students, parents, colleagues, the local community and other schools, and welcome feedback in all forms so that we can reflect on the way we do things, and seek continual improvements.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole by fostering in all our young people a strong sense of social cohesion and the ambition of participation in local, national and international life.

Our Strategic plan, found ([click link](#)) discusses how our current school improvement work develops cohesion, inclusion and wellbeing of all.

See also our Annual Equalities Objectives , Student Progress Information and Student and Staff Workforce Information – [click link](#)