FROEBEL HOUSE SCHOOL
EQUALITY POLICY

Policy owner: Headteacher
Reviewed by: DSL and Headteacher
Approved by: Proprietor
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Review cycle: Annually
Next review date: 19/08/2027

Scope

This policy applies to all pupils, staff (including temporary and supply staff), governors, volunteers, parents, carers, visitors and contractors engaged by Froebel House School. It applies to activities on school premises, during off-site visits, online platforms used or managed by the school, and when representing the school.

Introduction

Froebel House School is committed to promoting equality and fostering respect for people irrespective of sexual orientation, gender, race, faith, disability, age or language. The school values and encourages involvement of people from all sectors. The school is opposed to all forms of prejudice and discrimination. Language or behaviour that is homophobic, sexist, racist, offensive to the disabled and prejudicial language that is potentially damaging to any person or group will not be tolerated and will be challenged.

Legal and Statutory Framework

This policy has due regard to statutory legislation and guidance including the Equality Act 2010, the Public Sector Equality Duty (where applicable), the Children and Families Act 2014 (SEND), the SEND Code of Practice, Keeping Children Safe in Education, and relevant DfE guidance on Preventing and Tackling Bullying and on Reporting and Responding to Hate Incidents. The school also considers relevant OFSTED inspection frameworks and guidance when implementing this policy.

Aim

The aim of this policy is to encourage and enable inclusion and achievement through the management of staff, curriculum pupils, parents and carers in an environment that recognises the different life chances that individuals have and works to achieve the best outcomes for them all both as individuals and members of Froebel House School.

Protected Characteristics

These characteristics are protected by law in the 2010 Equality Act. It is unlawful for any school to discriminate against a pupil or member of staff by treating them less favourably because of their:

- Age

- Disability
- Gender,
- Race and Nationality
- Religion or belief
- Pregnancy or maternity
- Marriage
- Gender Identity,
- Sexual Orientation

Unlawful behaviour

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.

Indirect discrimination occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic. Harassment has a specific legal definition in the Act - it is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act.

Admissions

Pupils' gender and information about all pupils' ethnicity, home language, religion and dietary requirements is collected through admission forms and entered on the school database.

Attendance

We expect good attendance of all pupils and work together with staff, pupils and parents. The school has a well-established procedure for dealing with absences. Unexplained absences will be followed up with telephone calls and, in more serious cases, home visits will be made. Staff who follow up absences are aware of and sensitive to relevant cultural and religious issues.
We recognise pupils' rights to take time off for religious observance and make provision for pupils on extended leave by advising parents on support material to take with them. The taking of extended leave is discouraged.

Attainment and Progress

Our aim is to ensure that all pupils achieve to the highest standards. We value many forms of personal and academic achievement. We monitor individual pupils' attainment and progress and will aim to address disparities through planned and targeted support.
We aim to ensure all pupils are aware of the commitment of the school to equality of opportunity and that pupils and their families are aware of particular staff they

can turn to in the event of issues regarding sexual orientation, race, gender, disabilities or religion.

Special Educational Needs

Where necessary, we will make sure that accurate assessments of special educational needs are made for minority ethnic pupils, those for whom English is an additional language, refugee and asylum seeker children. We aim to ensure that all pupils with special educational needs receive appropriate support.

Discrimination and Harassment

We are opposed to all forms of homophobic, sexist and racial prejudice, harassment and discrimination. We are similarly opposed to discrimination and harassment on the grounds of disabilities of any kind. The use of associated language or behaviour is not tolerated and will be challenged. All incidents are dealt with in accordance with the school's disciplinary procedures.

Celebrating and catering for diversity

We take every care to ensure the specific cultural and religious needs of all groups are addressed in school. The school enables pupils to observe festivals and other events relevant to their particular faith and actively encourages all pupils to understand and respect such festivals and events.

Accessibility Plan

The school will maintain and regularly review an Accessibility Plan detailing physical access, curriculum access and information access improvements. Where a pupil has a disability, the school will make reasonable adjustments to prevent disadvantage, informed by consultation with parents/carers and professionals. Individual reasonable adjustment plans will be recorded, shared with relevant staff and reviewed termly.

Preparation for life in a multi-ethnic society

We encourage all pupils to understand, respect and value peoples, cultures and faiths with which they are unfamiliar and foster a positive atmosphere of mutual respect and trust. We actively promote good personal and community relations in order to prepare all pupils for life in a diverse and multi- ethnic society.

Behaviour and Discipline

We expect high standards of behaviour of all pupils. All pupils are treated fairly, consistently and without discrimination when being disciplined for unacceptable behaviour.

Support for EAL

We endeavour to provide appropriate support for pupils for whom English is an additional language, and encourage them to use and develop their home languages, where possible.

Teaching and Learning

We take positive steps to ensure that all pupils can participate and feel that their contributions are valued. All teachers are aware of their pupils' cultural backgrounds and linguistic needs and teach about different cultural traditions with sensitivity. We encourage pupils of all backgrounds to work together with cooperation and understanding, learning from each other’s varied experiences. Our teaching seeks to challenge prejudice and stereotypes, and we try to foster pupils’ critical awareness of bias, inequality and injustice to help them identify and challenge discrimination.

Curriculum

The curriculum will explicitly include progressive learning objectives on diversity, protected characteristics and British values appropriate to age. Lesson plans will identify opportunities to promote equality and challenge bias. The school will periodically audit curriculum resources to ensure representation and lack of harmful stereotyping. Impact of curriculum on pupils' understanding of equality will be evaluated through pupil voice, work scrutiny and assessment.

Breaches of policy

All incidents of discrimination, harassment, hate incidents or victimisation (including online) will be recorded on MyConcerns, investigated promptly, and outcomes communicated to those affected. The record will include nature, participants, actions taken, sanctions (if any) and follow-up support.

Serious incidents will be reported to the Proprietor and, if required, external authorities. Patterns of incidents will be analysed and used to inform training and policy review. Complaints about the non-compliance with this policy are dealt with in accordance with the school's Complaints Procedure.