



EQUALITY POLICY

Approved on:	Spring 2020
Last Reviewed (annual):	Autumn 2023
Full Review Date:	Autumn 2024
Next Review Date:	Autumn 2026
Governors' Committee:	JCC
Responsible Officer:	Dawn Jennings & Jemima Lutter

1. Introduction

At Aireborough Family Services we share a commitment to equality, diversity, and community cohesion across all sections of our community. This Equalities Policy, and our ongoing monitoring aim to help us focus attention on improving planning, decision making, resource allocation and the monitoring and evaluation of our achievements.

We encourage and support effective professional development for staff and members of the Joint Collaborative Committee (JCC), to ensure we address the needs of all families we support, increase parental engagement, and broaden representation of under-represented groups within all levels of our staff and governing body.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of:

- Age (*as appropriate for schools*)
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

We welcome our responsibility under the Public Sector Equality Duty to assess the impact of our policies and practices and take action to remove any obstacles identified, having due regard to:

- Eliminating unlawful discrimination, harassment, and victimization.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

2. Guiding principles

In fulfilling our statutory duties, we are guided by seven principles.

Principle 1: All members of Aireborough Family Services and wider community are of equal value.

- Whether or not they are disabled
- Whatever their ethnicity, culture, or national origin
- Whatever their gender identity and sexual identity
- Whatever their religious or non-religious affiliation or background
- Whatever their age

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 in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made.
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised.
- Gender identity, including transgender people.
- Sexual identity/orientation so that the different needs and experiences of girls and boys, women and men, lesbian, gay and bisexual people are recognized.
- Religion belief or faith background.
- Age (where appropriate).

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

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

- Positive attitudes towards disabled people, good relations between disabled and nondisabled people, and an absence of harassment of disabled people.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, or national origin, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between boys and girls, women and men, lesbian, gay, bisexual, and transgender people, and an absence of sexual and homophobic harassment.
- Promote positive intergenerational attitudes and relationships.

Principle 4: We will ensure that the recruitment, retention, and ongoing development of staff is undertaken in a fair and equitable manner to support our vision and values. Our policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled.
- Whatever their ethnicity, culture, religious affiliation, or national origin.

- Whichever their gender and sexual orientation and with full respect for legal rights relating to pregnancy and maternity.
- Whatever their age.

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:

- Disabled and non-disabled people.
- People of different ethnic, cultural, and religious backgrounds.
- Girls and boys, women, and men.
- Lesbian, gay, bisexual, heterosexual, and transgender people.
- Age (where appropriate)

Principle 6: We consult widely.

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. Where possible we consult and involve:

- Disabled people as well as non-disabled.
- People from a range of ethnic, cultural, and religious backgrounds.
- Both women and men, and girls and boys.
- Lesbian, gay, bisexual, heterosexual, and transgender people.
- People of different ages and generations.

Principle 7: We feel that the community should benefit.

We intend that our policies and activities should benefit society, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled.
- People of a wide range of ethnic, cultural, and religious backgrounds.
- Both women and men, girls, and boys.
- Lesbian, gay, bisexual, heterosexual, and transgender people.
- People of different ages and between generations.

3. Practical application of these principles

In the light of the principles stated above the following characteristics have been considered to identify practical objectives and plans of specific action:

- Age
- Disability

- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race
- Religion or belief.
- Sex
- Sexual orientation.

4. Training and development

We will ensure staff are offered the opportunity to engage in appropriate training and development to support the achievement of the seven principles.

5. Ethos and organisation

We ensure that the principles listed above apply to the full range of our policies and practices.

6. Addressing prejudice and prejudice-related bullying

Aireborough Family Services is opposed to all forms of prejudice that stand in the way of fulfilling legal duties for all aspects of equality:

- Prejudices related to disability and special educational needs.
Prejudices related to racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travelers, refugees and people seeking asylum.
- Prejudices reflecting sexism, homophobia, and transphobia.

We take seriously our obligation to report regularly to the local authority about the numbers, types, and seriousness of prejudice-related incidents at Guiseley School and how they were dealt with.

7. Roles and responsibilities

The JCC is responsible for ensuring that Aireborough Family Services complies with current legislation, and that this policy statement and its related procedures and strategies are implemented.

The Integrated Services Leads are responsible for implementing the policy statement; for ensuring that all staff, JCC and visitors are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

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All staff are expected to:

- Promote an inclusive and collaborative ethos.
- Challenge and deal with any prejudice-related incidents that may occur.
- Identify and challenge bias and stereotyping.
- Support people for whom English is an additional language.
- Keep up to date with equalities legislation relevant to their work.
- Ensure people can have their voices heard with regards to equality issues

9. Information and resources

The content of this policy statement is shared regularly with all staff and, as appropriate, to all children, young people, parents, and carers.

All staff have access to a selection of resources that discuss and explain concepts of equality, diversity, and community cohesion in appropriate detail.

10. Religious observance

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

11. Breaches of the policy statement

Breaches will be dealt with through the relevant policies and procedures, for example the grievance or disciplinary policy.

12. Monitoring and review

Quantitative and qualitative data will be collected relating to the implementation of this policy and adjustments made as appropriate. Data, broken down as appropriate according to special educational needs and disabilities, ethnicity, language, religious affiliation, national origin, sex, sexual orientation, and age (as appropriate) will be analysed and used to inform objectives.

