

The background of the page features a stylized illustration. On the left, a large windmill with four sails is depicted. The sails are white with brown triangular patterns. The body of the windmill is yellow with brown horizontal stripes. To the right of the windmill, a school building with a semi-circular archway and a bell tower is visible. The sky is light blue with white clouds and a few birds. The foreground shows green grass and bushes.

The Edith Borthwick School

EQUALITY STATEMENT

Lead Governor	Stephanie Taylor
Date approved by Governing Body	November 2025
Next review date	Autumn term 2026

AIMS:

This policy is drawn up in consideration of the Equality Act 2010 (updated 17.05.2019) which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the learners are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Equality of opportunity at The Edith Borthwick School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; learners, staff, governors, parents and carers and community members.

The core values and ethos of the Equality Policy are:

1. To prepare learners for life in a diverse society and world.
2. To meet the diverse needs of the learners.
3. To ensure that an inclusive ethos is established and maintained.
4. To make The Edith Borthwick School a place where everyone, irrespective of their race, colour, ethnic or national origin or citizenship, feels welcomed and valued.
5. To respect and value linguistic, cultural and religious diversity in the community.
6. To develop each learner's sense of personal and cultural identity and to encourage learners to be confident, open to change, receptive and respectful towards other identities.
7. To acknowledge the existence of prejudice, and be proactive in tackling and eliminating discrimination.
8. To ensure that issues related to equality and prejudice are recognised across all areas of school activity.
9. To ensure that equality is an integral part of all planning and decision making within the school.

LEADERSHIP AND MANAGEMENT:

1. All school policies reflect a commitment to equal opportunities.
2. The governing body and school leaders set a clear ethos, which reflects the commitment to equality for all members of the school's community.
3. The Edith Borthwick School promotes positive and proactive approaches to valuing and respecting diversity.
4. The Leadership Team work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.

5. Teaching and curriculum development are monitored to ensure high expectations of learners and appropriate breadth of content in relation to the school and the wider community.
6. The Governors will:
 - Ensure the aims of The Edith Borthwick School indicate a commitment to providing equality of opportunity.
 - Strive to ensure that its own membership reflects the communities, which the school serves, in terms of ethnicity, gender and class.
 - Ensure they receive up to date training and instruction in fair employment practices and procedures.
 - Ensure fairness when issuing funds.
 - Liaise with the Head Teacher and Senior Leadership Group regarding the way in which the school addresses equality issues and make recommendations and decisions as appropriate.

Curriculum:

1. The curriculum builds on learners starting points and is differentiated appropriately to ensure the inclusion of:
 - Boys and girls
 - Learners learning English as an additional language
 - Learners from ethnic minority groups
 - Learners who are looked after by the Local Authority
 - Learners who are at risk of disaffection and exclusion
2. Wherever possible, the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social and cultural development of all learners.
3. The content of the curriculum reflects and values diversity. It encourages learners to explore bias and to challenge prejudice and stereotypes.
4. Extracurricular activities and special events cater for the interests and capabilities of all students and take account of parental concerns related to religion and culture.

Teaching and Learning:

1. Teachers ensure that the classroom is an inclusive environment in which learners feel all their contributions are valued.
2. All learners have access to a curriculum that attempts to best meet individual needs subject to normal timetabling and resource restrictions.
3. Teaching is responsive to learners' different learning styles and takes into account of learners' cultural backgrounds and linguistic needs.
4. Teachers take positive steps to include all groups or individuals.

5. Learner grouping in the classroom is planned and varied. Allocations to teaching groups are kept under regular review.
6. Teachers recognise the importance of displays and resources as a way of communicating with all school users and ensure they represent, promote, inform, support and celebrate all sections of the academy and wider community without bias, discrimination or stereotyping.

Assessment, Learner Achievement and Progress:

1. All learners have the opportunity to achieve to their highest standards. The Edith Borthwick School ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid.
2. Staff have very high expectations of all learners and they continually challenge them to extend their learning and achieve higher standards. The Edith Borthwick School recognises all forms of achievement however small.
3. All learners have full opportunities to demonstrate what they know, understand and can do and therefore, to benefit from assessment which summarises what they have learnt. Information from assessment is used to inform future planning.
4. Staff use a range of methods and strategies to assess learners' progress.

Behaviour, Positive Support and Exclusions:

1. The Edith Borthwick School expects high standards of behaviour from all learners.
2. There are strategies to reintegrate long-term absentees should this arise.
3. The Edith Borthwick School, actively avoids suspending or excluding learners unless a serious incident occurs.
4. The school's procedures for supporting learners and managing behaviour are fair and applied equally to all.
5. It is recognised that cultural background may affect behaviour. The Edith Borthwick School takes this into account when dealing with incidents of non-complaint or inappropriate behaviour.
6. All staff hold learners in positive regard, developing an understanding of why they may behave in certain ways, in response to certain stimuli. Learners, (those who are able) staff, parents and carers are aware of the procedures for dealing with harassment. They know that any language which is potentially damaging to any minority group is always unacceptable.
7. Behaviour which does not reflect equal opportunities is unacceptable at all times and will be dealt with accordingly.

Personal Development and Pastoral Care:

1. Pastoral support takes account of religious and ethnic differences and the experiences and needs of refugee and asylum seeker children.

2. The Edith Borthwick School provides appropriate support for learners learning English as an additional language and encourages them to use their home and community languages.
3. The Edith Borthwick School takes account of and meets the needs of traveller learners.
4. All learners are provided with appropriate post 16 advice and guidance which encourages them to consider the full range of options.
5. Appropriate support is given to victims of harassment and intolerant behaviour, using the support of external agencies where appropriate.
6. The curriculum and pastoral systems promote and reinforce equal opportunities.

Admissions and Attendance:

1. The admissions process is centralised through the Local Authority and is monitored to ensure that it is administered fairly and consistently to all learners. Please refer to the Admissions Criteria.
2. Information about learners' ethnicity, first language, religion, physical needs, medical needs etc. is included on all the admission forms.
3. The Edith Borthwick School and parents / carers are aware of their rights and responsibilities in relation to learner's attendance and absence is always followed up by appropriate staff.
4. Responsible provision is made for leave of absence for religious observance which includes staff as well as learners.
5. Provision is made for learners on extended leave so as they are able to continue with their learning.

Partnerships with Parents and Carers and the Community:

1. Progress reviews with parents and carers are accessible and collaborative. Parents and carers are encouraged to telephone the school for an appointment at any time if they have concerns.
2. All parents and carers are encouraged to participate at all levels in the full life of the school for example, through parents support group meetings, activity days, parents' evenings etc....
3. The Edith Borthwick School works in partnership with parents, carers and the community to develop positive attitudes to diversity and to address any specific incidents.
4. The Edith Borthwick School takes steps to encourage the involvement and participation of under-represented groups of parents / carers and sections of the community.
5. Information material for parents / carers and users of the community facilities is easily accessible in user friendly language.

Responsibilities:

1. The Governing Body and Head Teacher will ensure that The Edith Borthwick School complies with all relevant equalities legislation.
2. The Governing Body and Head Teacher will ensure that the policy and relevant procedures and strategies are implemented.
3. The Head Teacher will ensure that all staff are aware of their responsibilities under the policy.

Monitor and Review:

This policy will be regularly monitored and reviewed to ensure that it does not disadvantage particular sections of the community. This policy will be given to all staff through normal management meeting mechanisms and The Leadership Team will ensure that it is known and understood by staff. This policy will also be made available to potential applicants for vacant positions in the school.

This policy is to be read in conjunction with the following documents:

- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Respectful Communication Policy