



Robert Clack School of Science

Equality Policy 2026 - 2027

Approved by Executive Headteacher:

Date: September 2026

Signed by Chair of Governors:

Date: September 2026

Last reviewed on: September 2026

Next review due by: September 2029

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Rationale

The school believes that racism, sexism, homophobia and transphobia is incompatible with good educational practice. Additionally, values that are intolerant of disabilities, different religions or beliefs also do not align with the school values.

The curriculum should provide equal opportunity for pupils to have access to a broad range of learning opportunities irrespective of gender, race, religion or sexuality. The issue of racism, sexism, homophobia and transphobia at institutional level should be considered openly and every effort made to counter it.

The ethos of the school supports the development of self-respect and self-esteem in all pupils, staff and the community it serves. We place a high value on diversity and treat every member of the school as an individual. In this respect, we aim to meet the needs of all, taking into account of gender, ethnicity, culture, religion, language, age, sexual orientation, ability, disability and social circumstances.

Robert Clack School will ensure that pupils with disabilities have the same opportunities, processes and treatment as pupils who do not have a disability, including admissions and service delivery. Additionally, appropriate facilities, that are in line with the accessibility plan, are in place to assist disabled students' accessibility.

Robert Clack School is opposed to all forms of prejudice and discrimination. Our policy is based on the three key principles of inclusion. These principles underpin all of the functions of our school. These are:

- Setting suitable learning challenges;
- Responding to pupils diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Purpose

- To eradicate processes of stereotyping and discrimination.
- To encourage pupils and staff to consider openly the issue of racism, sexism, homophobia and transphobia at both individual and school level and make every effort to counter it.

Guidelines

- The school will refer to the behaviour policy for dealing with sexist, racist, homophobic and transphobic attitudes and behaviours.
- The school will monitor as appropriate teaching materials to ensure that those portraying stereotyped roles of the races and sexes are not used or are used in a critical way.
- Teachers' expectations should not be influenced by the race, gender or sexuality of the pupil.
- Schools should also adhere to uphold Modern British Values as outlined by the DFE.
- Pupils should be made aware of the contribution which different societies (genders, sexualities and groups within them) make to the growing understanding and knowledge of humankind.

The school values the achievements and progress of pupils from all pupil groups. We there actively encourage the following:

- All pupils have equal access to extra-curricular activities.
 - Every pupil is offered the support and guidance they need.
 - Staff challenge racism, homophobic behaviour and stereotyping and promote race equality in education, employment, training and career choice.
 - Curriculum, teaching and learning (including language and cultural needs)
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- This school promotes an inclusive curriculum which reflects the multi-cultural nature of our society.
- Equality and diversity are promoted and racism and discrimination challenged in all areas of the curriculum.
- Curriculum planning takes account of the ethnicity, cultural background and language needs of all pupils.
- Subject leaders provide guidance and examples of good practice for colleagues.
- The school monitors and evaluates its effectiveness in providing an appropriate curriculum for all pupils.
- The allocation of pupils to teaching groups is fair and equitable to pupils from all groups.

Assessment outcomes will be used to identify the specific needs of all pupil groups and these will inform policies, planning and the allocation of resources.

Teaching methods and styles take account of the needs of pupils from different pupil groups and encourage positive attitudes to difference, cultural diversity and equality.

The school takes active steps to ensure that resources in all areas of the curriculum are inclusive. It promotes a greater understanding of cultural diversity and challenges discrimination in all areas of the curriculum.

Resources are available to meet the specific needs of pupil groups.

Monitoring and Reporting of Incidents

It is essential that records are kept of incidents so that Robert Clack School and the Local Authority can identify patterns of behaviour, whereby individuals or groups are shown to be regular victims or perpetrators of harassment or discrimination.