The John Roan School
The best in everyone™
Part of United Learning

Equality Policy

2026–27

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1. Our Commitment to Equality

1.1 Introduction

At The John Roan School, we are committed to our values, which are determination, excellence and respect. We believe these values bring out the best in everyone – students, staff, parents and carers and the wider community. This policy outlines our comprehensive commitment to promoting equality and preventing discrimination in accordance with the Equality Act 2010. We are dedicated to fostering an environment where all members of our community are treated with dignity and respect. Through the implementation of this policy, we aim to create a culture of inclusion where diversity is celebrated, and everyone has the opportunity to achieve their full potential.

We believe that the Equality Act 2010 (as amended) provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

1.2 Protected Characteristics

The school recognises its duty to prevent discrimination related to all protected characteristics as defined by the Equality Act 2010. These characteristics encompass age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, ethnic or national origins), religion or belief, sex, and sexual orientation. In relation to students, the Act's provisions for schools do not cover age or marriage and civil partnership; these characteristics apply in relation to staff and other adults. We acknowledge that individuals may experience interconnected forms of discrimination based on multiple protected characteristics and our approach takes this intersectionality into account.

1.3 The Public Sector Equality Duty

As a public body, the school is subject to the Public Sector Equality Duty (section 149 of the Equality Act 2010). In carrying out our functions, we have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

2. Implementation

2.1 General Principles

Our commitment to equality extends beyond mere compliance with legislation. We actively work to create and maintain an environment free from unlawful discrimination, harassment and victimisation. This involves promoting equality of opportunity in all aspects of school life, taking proportionate action to address disadvantages faced by particular groups and fostering positive relationships between different members of our community. We recognise that achieving true equality requires ongoing commitment, regular review, and active engagement from all stakeholders.

2.2 Educational Provision

The school ensures equal access to educational opportunities through careful consideration of teaching practices, curriculum content and resource allocation. We regularly monitor achievement data to identify any patterns or trends related to protected characteristics as is appropriate. Where disparities are identified, we develop targeted interventions whilst maintaining high expectations for

all students. Our curriculum and teaching materials are regularly reviewed to ensure they reflect diversity and promote understanding of equality issues.

2.3 Employment Practices

Our commitment to equality encompasses all aspects of employment, from recruitment through to career progression. We maintain fair and transparent recruitment processes, ensuring that opportunities for development and advancement are accessible to all staff. Regular review of our employment practices helps identify any unintended barriers to equality. We make reasonable adjustments for staff with disabilities and maintain an inclusive working environment that values diversity of experience and perspective.

In line with the Equality Act 2010, as amended by the Worker Protection (Amendment of Equality Act 2010) Act 2023 and the Employment Rights Act 2025, we take all reasonable steps to prevent the sexual harassment of our staff in the course of their employment, and to prevent the harassment of our staff by third parties, including parents, carers, visitors and contractors. Our approach, including how risks are assessed and how staff can report concerns, is set out in the United Learning Dignity at Work Policy and can be found here: United Learning Dignity and Respect Policy.docx

2.4 Accessibility

We make reasonable adjustments, including the provision of auxiliary aids and services, so that disabled students are not placed at a substantial disadvantage. In line with Schedule 10 of the Equality Act 2010, the school maintains an Accessibility Plan setting out how we will increase disabled students' access to the curriculum, improve the physical environment of the school and improve the availability of information to disabled students. The plan covers a three-year period, is reviewed regularly and is published on the school website at https://www.thejohnroanschool.org.uk/about-us/school-information/policies.

3. Responsibilities

3.1 Local Governing Body Responsibilities

The Local Governing Body ensures compliance with equality legislation, particularly the Equality Act 2010. They approve and regularly review the equalities policy, ensuring it meets legal requirements and reflects the school's context. Governors monitor policy implementation by reviewing equality data, examining discrimination incident reports, and evaluating equality initiatives. They hold senior leaders accountable while ensuring the school sets and publishes specific, measurable equality objectives as required by law. The Local Governing Body leads by example, demonstrating commitment through their own diversity where possible, undertaking equality training, and acting as a link between the school and wider community on equality matters. Through these actions, they ensure the school both meets legal obligations and actively promotes equality, diversity and inclusion.

3.2 Leadership Responsibilities

The Principal and Senior Leadership Team have primary responsibility for implementing this policy and embedding equality principles throughout school operations. They ensure all staff receive appropriate training and understand their responsibilities regarding equality. Leadership regularly monitors the effectiveness of equality initiatives and takes prompt action to address any identified issues.

3.3 Staff Responsibilities

Every member of staff plays a crucial role in promoting equality and maintaining good relations within the school community. They are expected to model inclusive behaviour, challenge discriminatory language and actions and support students in developing their understanding of equality issues. Staff must report any incidents of discrimination or harassment through appropriate channels and support affected individuals.

4. Monitoring and Review

4.1 Regular Monitoring

Our monitoring processes include detailed analysis of quantitative and qualitative data to assess the impact of our equality initiatives. This encompasses regular review of student achievement data, recruitment and promotion patterns and feedback from staff, students and stakeholders. We maintain comprehensive records of equality-related incidents and analyse trends to inform future policy development.

4.2 Policy Review

This policy undergoes annual review to ensure it remains effective and reflects current best practice. Reviews incorporate legislative updates, monitoring outcomes, and stakeholder feedback. The review process includes consultation with staff, students, parents, and governors to ensure the policy continues to meet the needs of our school community.

5. Reporting and Response

5.1 Reporting Procedures

We maintain clear and accessible procedures for reporting discrimination or harassment. All complaints are treated with appropriate confidentiality and investigated thoroughly. Support is provided to affected individuals throughout the process, and we ensure that reporting mechanisms are accessible to all members of our school community.

Depending on who is raising the concern and its nature, concerns are dealt with under the following policies: Complaints Policy, Behaviour Policy, Anti-Bullying Policy, Whistleblowing (Raising Concerns) Policy and the United Learning Grievance Policy.

5.2 Response to Incidents

When incidents occur, they are addressed promptly and appropriately. This includes providing immediate support to affected individuals, taking disciplinary action where necessary, and implementing measures to prevent recurrence. We use incidents as opportunities for community learning and development, while maintaining appropriate confidentiality.

5.3 Training and Development

Training ensures all staff understand equality issues and their responsibilities under this policy. Training programmes are differentiated according to role requirements and regularly updated to reflect emerging issues and best practice.

6. Promotion of Equality

6.1 Community Engagement

We actively engage with our wider school community to promote equality and celebrate diversity. This includes regular communication with parents and carers, collaboration with community organisations and participation in equality-related initiatives and events.

6.2 Resource Allocation

The school ensures that resources are allocated fairly and in a way that promotes equality of opportunity. This includes consideration of accessibility requirements, provision of support services, and allocation of educational resources.

This policy reaffirms our commitment to promoting equality and tackling discrimination in all its forms. We expect all members of our school community to support these principles and contribute to their implementation.

7. Appendix 1 - Equality Statement

Equality Statement

Our commitment to equality encompasses not only our legal obligations under the Equality Act 2010 but extends to creating an environment of genuine inclusion and respect for all.

We are committed to:

- ✓ Developing and maintaining an environment where every individual has complete equality of opportunity, regardless of their protected characteristics or background. We recognise that equality means treating people fairly and with dignity, whilst also acknowledging their individual needs and circumstances may require different approaches to achieve fair outcomes.
- ✓ Working to ensure no person experiences discrimination, harassment, or victimisation, whether directly or indirectly, in any aspect of their relationship with our organisation. This applies equally to employment, education, and services, from initial application or contact through to their ongoing experience with us.
- ✓ Actively promoting an inclusive culture where diversity is valued, celebrated, and seen as a strength. We understand that achieving true equality requires proactive steps to remove barriers and create opportunities for all to participate fully in our community.
- ✓ Taking meaningful action to identify and eliminate all forms of discrimination, whether overt or subtle, institutional or individual. We acknowledge our responsibility to challenge prejudice and champion equality in all its forms.
- ✓ Supporting the principles of fairness and equality of opportunity in all our activities, from recruitment and career progression to teaching and learning practices. We recognise that this requires ongoing commitment, regular review, and active engagement from all members of our community.
- ✓ Fulfilling and exceeding our obligations under equality legislation, ensuring our practices promote dignity, fairness, and respect for all. We understand that compliance with the law is the minimum standard, and we strive to exemplify best practice in equality and inclusion.

This statement reflects our enduring commitment to creating a fair and inclusive environment where everyone can thrive. We expect all members of our community to uphold these principles and contribute to their realisation in practice.