



أكاديمية الخليج البريطانية
Gulf British Academy

Equality and Equal Opportunities Policy

Introduction

Gulf British Academy is an inclusive school where we focus on the wellbeing and progress of every pupil and where all members of our community are of equal worth.

We believe that the UK Equality Act 2010 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.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following seven key principles:

1. **All learners are of equal value.** Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages that people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit at Gulf British Academy.
3. **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities that are different from one another.
4. **We foster a shared sense of cohesion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community, and to feel that they are respected and able to participate fully in school life.
5. **We observe good equality practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. **We have the highest expectations of all our pupils.** We expect that all pupils can make good progress and achieve their highest potential.
7. **We work to raise standards for all pupils, especially the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Advancing equality of opportunity

We know the needs of our school population very well and collect and analyse data in order to inform our planning as well as to identify targets to achieve improvements.

We have procedures, working in partnership with parents and carers, to identify pupils who have a disability through our pupil admissions meetings.

We collect data and monitor progress and outcomes of different groups of pupils and use this data to support school improvement.

We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We expect all members of the school community and visitors to support our commitment to promoting equality and meeting the requirements based on the UK Equality Act 2010 framework. We will provide training, guidance and information to enable them to do this.

Head of School and leadership team

The Head of School is responsible for implementing the policy to ensure that all staff are aware of their responsibilities and are given appropriate training and support. The Head of School will take appropriate action in any cases of unlawful discrimination.

Other senior members of staff will support the Head of School and have day-to-day shared responsibility for implementation of the policy and for monitoring outcomes.

Teaching and support staff

All teaching and support staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents
- plan and deliver curricula and lessons that reflect the school's principles. For example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with local and international equality legislation relevant to their work

Equal opportunities for staff

This section deals with aspects of equal opportunities relating to staff.

- We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.
- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer, we strive to eliminate any discrimination and harassment in the workplace and actively promote equality across all groups within our workforce.
- We respect the religious beliefs of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Monitoring and reviewing the policy

We review this policy annually and make adjustments as appropriate.