



Equality Policy

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Approved by Governors | Summer 2025

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



Minsthorpe
Community College

Section 1

Introduction

This Equality Policy represents a commitment to a common set of values and objectives, and to a consistent approach to communicating, implementing and monitoring the policy.

Section 2

Aims

We recognise that the public sector equality duty has three aims, and they are to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct under the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who have a shared characteristic and those who do not

Minsthorpe Community College will annually review how well we achieve these aims with regard to the protected groups under the Equality Act 2010.

Minsthorpe Community College policies are assessed with regard to their impact on equality issues, with specific reference to the aims of the Equality Act 2010. The Equality Impact Assessments focus on the protected characteristics listed in Section 3.

The following policies demonstrate the College's compliance with the equality aims. These policies provide specific detail on how Minsthorpe Community College complies with the equality aims. Those marked with an asterisk can be found on the College website. Others are available on request.

Policies and Procedures relevant to equality of students include:

- Admission Policies*
- Curriculum Policy*
- Behaviour Policy *
- Anti-Bullying Principles and Practice*
- Safeguarding and Child Protection Policy*
- Pupil Premium Strategy Statement*
- Student Support SEND Policy*
- Uniform Policy*
- RESET Policy (including offsite provision)



Policies and Procedures relevant to equality of staff include:

- Staff Recruitment Policy and Procedures
- Staff Code of Conduct
- Personal Harassment Policy
- Pay Policy*
- Policy for Appraising Staff
- Staff Disciplinary Policy
- Menopause and the Workplace Policy
- Staff Wellbeing Policy
- Flexible Working Policy
- Carer's Leave Policy
- Sickness Absence Policy
- Fertility Journey Policy

Policies and Procedures relevant to equality of all stakeholders include:

- Accessibility Plan*
- Complaints Policy*



Section 3

Scope

This policy encompasses the following protected characteristics:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- marriage and civil partnership

Section 4

Values, principles and standards

Equality of opportunity is fundamental to good practice in education, in which fairness of opportunity for all is a basic right. This policy is therefore underpinned by the following values, principles and standards:

- equality and social justice
- acknowledging and valuing diversity
- respect for others
- compliance with equality legislation
- elimination of all forms of prejudice and unfair discrimination
- active challenge to stereotypes, prejudiced attitudes and unfair discriminatory behaviour
- commitment to inclusive education which enables and supports all students to develop their full potential
- commitment to the positive development of all staff and governors
- commitment to fair and open recruitment processes
- accountability for compliance with this policy by all members of the College community.



Section 5

Policy into Practice

Minsthorpe Community College complies with its statutory duties in terms of the Equality Act through its day-to-day practice.

Leadership and Management

Minsthorpe Community College vision and values create a culture across the organisation where the equality aims are met through our daily practice.

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We work relentlessly to ensure individuals feel valued and we strive to be consistent in terms of equality when putting the policies listed in Section 2 into practice.

Members of the Governing Body undertake regular Policy into Practice visits to quality assure the implementation of whole College policies. Furthermore, governors ensure that Minsthorpe Community College fulfils its statutory duties, for example, under the Equality Act 2010, and other duties, for example, in relation to 'Prevent' strategy and safeguarding.

Those responsible for staff recruitment and professional development are trained and are aware of what they should do to avoid discrimination including unconscious bias. Recruitment and progression decisions are made on merit. All staff are encouraged to develop their full potential. Minsthorpe Community College aims to work in partnership with all parents and carers. We strive to maintain clear channels of communication and regular parental contact.

Quality of Education

Our curriculum intent is to raise the achievements and aspirations of all learners through the delivery of a highly personalised, broad, ambitious and inclusive curriculum that:

- Deepens students' understanding and develops their knowledge and skills in all subject areas
- Ensures students are literate and numerate
- Enriches students' learning experiences
- Builds students' character
- Empowers students to realise their education and employment potential beyond Minsthorpe Community College

At Minsthorpe Community College all students, including the disadvantaged and those with SEND, make progress because they access a well-planned and sequenced curriculum based on this curriculum intent.

The curriculum is routinely and rigorously quality assured by middle and senior leaders and external evaluators to ensure equity of access for all students.



Teachers and Student Support colleagues at Minsthorpe Community College (MCC) strive to plan and deliver lessons to a consistently high standard rooted in fundamental Core Principles of effective pedagogy (the six Core Teaching Principles). We insist on excellent standards of behaviour for learning from all students and it is our daily goal to inspire students to learn and think critically, challenge and support them to achieve and make progress and equip them with the necessary skills to be lifelong learners and effective members of society.

Behaviour and Attitudes

Minsthorpe Community College has high expectations of student behaviour which applies to all students. Our BE FAIR and BE FAIR Everywhere expectations are outlined to all new students and their parents/carers in the Code of Conduct. These expectations are revisited regularly in assemblies and in lessons. A video for each year group is posted on the College website for all parents/carers to watch with their child. All staff (teaching and associate) receive regular and relevant training to support them in applying the Behaviour Policy consistently and fairly.

We will make reasonable adjustments for students considering the student's age, any presenting SEND and any religious requirements affecting them. A reasonable adjustment never means we will lower our expectations. It means some students need additional support to ensure they meet the high expectations we have for all our students.

Minsthorpe Community College believes everyone within the College should feel respected and valued. Respect is at the heart of Behaving the Minsthorpe Way (BE FAIR). The safety & well-being of all are regarded as essential. Everyone within the college should feel safe from bullying and all forms of harassment due to discrimination because of race, sex, gender identity, gender reassignment, sexual orientation, age, disability, culture, religion or belief. In line with Fundamental British Values (FBV), Relationships and Sex Education (RSE) and the PREVENT agenda, students are encouraged to show respect for others and tolerance of others' views and values. The College's Anti-Bullying Policy details the procedures for reporting and recording incidents. This includes support for the victim(s) and, if appropriate, support and/or sanctions for the perpetrator(s).

Improving student attendance is our top strategic priority. Our mantra is 'every student every lesson every day' and we endeavour to work with all families in a supportive manner. 'Team Minsthorpe' is at the heart of our approach.

Personal Development

We are proud of our strong personal development offer for all students which encompasses many aspects of our provision at Minsthorpe Community College, including enrichment opportunities, character development and careers education, advice and guidance.

We are committed to providing a curriculum which goes beyond the acquisition of knowledge and ensures students develop as well-rounded, responsible individuals ready to contribute to society. This includes developing student understanding of Fundamental British Values, the appreciation of diversity, celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. We have a planned curriculum delivered through PSHE (Personal, Social and Health Education) lessons I key Stages 3 and 4, known as Learning for Life at Minsthorpe Community College, which combine personal development with Religious Education. PHSE is also delivered via weekly assemblies and daily P&A Time which aligns with Minsthorpe Community College's Curriculum Intent and supports students' personal development.



Section 6

Equality Objectives

Our College Vision was agreed in consultation with all stakeholders and clearly articulates the inclusive ethos of our College.

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This vision is at the heart of all we do as a College.

We have set ourselves the following objectives:

- i. To incorporate 'Fundamental British Values' across the curriculum, including democracy, rule of law, individual liberty and mutual respect and tolerance
- ii. To provide opportunities for stakeholders to celebrate their own culture, religion, and beliefs and to appreciate those of others
- iii. To develop staff awareness and confidence in respecting the diversity of our student body, in terms of cultural and religious backgrounds, through our 'Know Who Know How' strategy
- iv. To explore the provision of a multi-faith room to support inclusive practice for students, staff and visitors
- v. To ensure communication with parents/carers is accessible to all families, irrespective of linguistic and other barriers
- vi. To deliver a curriculum across Key Stages 3, 4 and 5 which is highly personalised, broad, ambitious and inclusive
- vii. To diminish the difference in outcomes between students for all groups of students, especially students eligible for Pupil Premium, students with special educational needs and disabilities, children in care and students from minority ethnic groups
- viii. To routinely reinforce BE FAIR expectations in lessons which allow all students to learn in a safe, calm, orderly and supportive environment
- ix. To promote awareness of mental health and well-being and to broker appropriate support, when necessary
- x. To address incidences of homophobic, sexist, disablist and racist language by stakeholders
- xi. To ensure all employees are treated with equality, respect, and fairness in terms of recruitment, training and promotion



- xii. To collect diversity information from the governing body and to evaluate this data, using it as a basis for discussion and action



Section 7

Responsibilities and accountabilities

The Governing Body is responsible for:

- Ensuring the College follows its Equality Policy and related policies and meets its legal responsibilities with respect to equality

The Principals are responsible for:

- giving a consistent and high-profile lead on equality and diversity
- advancing equality and diversity inside and outside the College
- ensuring policies and procedures are in place to comply with all equality legislation
- ensuring that the College implements its Equality Policy and related policies

The Leadership Team and Middle Leaders are responsible for:

- putting the College's Equality Policy and related policies into practice
- making sure that all staff know their responsibilities and receive the support and training necessary to carry them out
- following the relevant procedures and taking action in cases of unfair discrimination, harassment, bullying or victimisation

All staff (teaching and associate) are responsible for:

- promoting equality and diversity, and avoiding unfair discrimination
- actively responding to any incidents of unfair discrimination, related to protected characteristics perpetrated by students, other staff or visitors
- participating in relevant training
- acting as role models for students and other staff in terms of the College's vision and values

Students are responsible for:

- respecting others in their language and actions
- following the Code of Conduct, including BE FAIR and BE FAIR Everywhere expectations
- sharing concerns with an adult about unfair treatment

Parents / Carers are responsible for:

- supporting the College's inclusive ethos
- sharing concerns with the College about unfair treatment



Section 8

Monitoring and review

The policy was first established in 2012 through consultation with a staff representative group.

The Equality Policy is subject to consultation with the recognised trade unions on behalf of their members as and when it is updated. The policy requires an annual review, unless there are updates to legislation in advance of this that would require a review sooner. The policy will be consulted upon where review leads to changes to the policy.



Final Section

Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
Spring 2009	Spring 2012	Vice Principals
Spring 2012	Spring 2015	Vice Principals
Spring 2015	Spring 2016	Associate and Vice Principals
Spring 2016	Spring 2017	Associate and Vice Principals
Spring 2017	Spring 2021	Vice Principals
Summer 2021	Summer 2024	Joint Principals
Summer 2023	Summer 2024	Joint Principals
Summer 2024	Summer 2025	Joint Principals
Summer 2025	Summer 2026	Joint Principals

