



# Equality, Diversity and Inclusion Policy

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Signed by:

A Pears

Link Governor

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# Equality, Diversity and Inclusion Policy

**This policy has been checked by the link governor – Angie Pears.**

## 1. Introduction

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Human Rights Act 1998
- The Education (School Performance Information) (England) Regulations 2001
- Gender Recognition Act 2004
- Equality Act 2010
- Education Act 2011
- School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- School Admissions Code (DfE)
- School Admissions Appeals Code (DfE)

We are committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all school stakeholders. We work hard to provide good employment practice as we value and support our hardworking and conscientious school personnel.

We understand that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity and replaces all previous policies and legislation relating to Race Equality, Gender Equality and Disability Equality.

We recognise that this brings together into one Act those areas now known as 9 'protected characteristics' that qualify for protection from discrimination and harassment, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We believe that everyone has the right to be treated with fairly and with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We believe it is our legal duty under the Equality Act 2010, and specifically in relation to the Public sector Equality Duty, to minimise the distress and disruption to all students and school personnel by ensuring that we eliminate all forms of discrimination, advance

equality of opportunity, promote good relations between different people and to support the rights and needs of trans people to live their lives in their true gender.

This Policy outlines our equality objectives as the means by which we will meet all of our responsibilities under the Equality Act 2010 and our own commitments to ensure a safe, inclusive and welcoming school environment.

We all have a responsibility to ensure that equality and diversity permeates in to all aspects of school life, and that everyone is treated with equity, irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We work hard to build strong and trusting relationships with our students and their families. We welcome the diversity of family lifestyles and work with all families and encourage them to take an active inclusive part in the life of this school.

We work closely with outside agencies to meet the diverse needs of students such as medical, cultural and dietary requirements.

We ensure all students are prepared for living within a diverse society with increasing global connections and where controversial issues will be encountered.

We have high expectations of all students from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting.

We monitor the attainment and achievement of all students in order to inform the planning and provision of support to individuals and groups of students. We want all students to achieve their expected targets.

We ensure equality and diversity is embedded in all areas of the curriculum. We work hard to give students opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender and disability. We encourage students to develop positive attitudes about themselves as well as to people who are different from themselves.

We ensure that all students have equal and full access to learning and that the curriculum is inclusive of students with special educational needs and disabilities, and students learning English as an additional language.

We aim to provide admission places for all students who express a preference to join this school. We consider all applications for admission as we are an inclusive school and we will not discriminate against any child or their family.

We work hard to offer equity of opportunity and diversity to all groups of students within school such as children:

- From all genders;
- Who have Special Educational Needs;

- Who are looked after;
- From minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Who are gifted and talented;
- Who are at risk of disaffection;
- Who are young carers;
- Who are disabled;
- Who have behavioural, emotional and social needs;
- From families who are under stress.

We will not tolerate any member of the school personnel or others connected with the school being harassed, bullied or victimised by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want students to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but, above all, we want them to feel valued by everyone in the school community.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child, that children should be encouraged to form and to express their own views.

We, as a school community, have a commitment and responsibility to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **2. Aims and Specific Equality Objectives**

- To acknowledge that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity;
- To value diversity and to provide equality of opportunity and anti-discriminatory practice for all school stakeholders;
- To treat everyone equally, irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic;
- To build strong and trusting relationships with students and their families;
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual

- orientation, age or any other protected characteristic;
- To ensure equality and diversity is embedded in all areas of the curriculum;
- To ensure that all students have equal and full access to learning and that the curriculum is inclusive of students with special educational needs and disabilities, and students learning English as an additional language;
- To work with other schools and the local authority to share good practice in order to improve this policy.

### **3. Responsibility for the Policy and procedure**

#### Role of the Governing Body

The Governing Body has:

- Responsibility to comply with all aspects of the Equality Act 2010;
- Delegated powers and responsibilities to the Executive Headteacher to ensure that this policy is embedded into the culture of the school;
- Delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility to set equality objectives every four years;
- Responsibility to have in place a school accessibility plan in order to provide full access to the school building/s for all disabled people;
- Responsibility for ensuring that the school complies with all equality legislation;
- Nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all discrimination and harassment related incidents or incidents which are a breach of this policy;
- Organised training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- Has the responsibility to monitor achievement of equality targets;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;

The responsibility of involving the School Council in:

- Determining this policy with the Governing Body;
- Discussing improvements to this policy during the school year;
- Organising surveys to gauge the thoughts of all students;
- Reviewing the effectiveness of this policy with the Governing Body.

Nominated a link governor Angie Pears to:

- Visit the school regularly;
- Work closely with the Executive Headteacher;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy;
- Report to the Governing Body every term;

- Annually report to the Governing Body on the success and development of this policy;
- Responsibility for the effective implementation and the annual monitoring and evaluation of this policy;
- Make effective use of relevant research and information to improve this policy;
- Responsibility to annually publish the School's compliance with the Equality Act 2010.

#### Role of The Executive Headteacher

The Executive Headteacher will:

- Provide leadership and vision in respect of equality, diversity, inclusion and community cohesion;
- Work hard to ensure that the school is a welcoming and caring community for all stakeholders;
- Ensure all stakeholders are treated with dignity and respect and recognising the value of each individual;
- Provide a happy and supportive environment in which the unique potential in every child is realised;
- Record and deal with incidents of racism, bullying and other inappropriate behaviour;
- Seeking advice from appropriate agencies in order to ensure that this policy is kept up to date;
- Have high expectations of all students from across the ability range;
- Provide every opportunity for students to succeed by ensuring the highest standards of teaching and learning;
- Ensure the curriculum is broad and balanced.

Annually discuss with school personnel how do we ensure that all our students benefit equally from what we offer by considering the following:

- Do we understand and reduce barriers to participation (e.g. cost, timing, location, logistics, confidence, parental support etc.);
- Do we enable young people from all backgrounds to feel as if they belong and are valued;
- Is our provision, including our co-curricular provision, appropriately tailored both to suit and to challenge the students we serve;
- Monitor the progress of all students in order for them to achieve their expected targets;
- Ensure equity of opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- Monitor and analyse the performance of different groups of students within the school;
- Regularly reporting to the Governing Body on the standards achieved by different groups within the school;
- Highlight and share positive activities that help to tackle educational disadvantage;
- Ensure the accessible is carefully monitored and reviewed annually;
- Recording, reporting and addressing all racial incidents;
- Provide guidance, support and training to all staff;

- Ensuring that this policy is embedded into the culture of the school;
- Ensure all school personnel, students and parents are aware of and comply with this policy;
- Work closely with the link governor.
- Monitor the effectiveness of this policy by:
  - Scrutinising curriculum planning;
  - Scrutinising students work;
  - Observing students throughout the school day;
  - Classroom monitoring of pupil progress;
  - Analysis of data of students with protected characteristics;
  - Analysis of data of students from vulnerable groups;
  - Analysis of questionnaires and surveys with students, parents/carers and school personnel;
- Analysing the way incidents of racist and homophobic behaviour are handled.

### Role of School Personnel

School Personnel will:

- Act as positive role models in order to promote equality and inclusivity throughout the school community;
- Abide by and adhere to this policy;
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination and unequal treatment to the SLT;
- Help to create an environment of mutual respect and tolerance;
- Maintain an overall school ethos of respect and tolerance for one another;
- Promote equality, diversity, inclusion and good community relations;
- Challenge inappropriate language behaviour; racial harassment and bullying;
- Help students to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Have high expectations of all students;
- Provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- Use a variety of teaching methods to ensure effective learning takes place for all students;
- Provide challenge for all students;
- Promote equality and diversity through curriculum planning;
- Ensure planning is differentiated in order to provide full access for all students and for each pupil to receive the widest possible opportunity to develop their skills and abilities;
- Carefully monitor all groups of students to ensure that they make progress and achieve their targets;
- Avoid stereotypes or derogatory images in the selection of books or other visual materials;
- Provide specialised resources for students with disabilities;
- Create a positive classroom ethos and is welcoming to all genders;
- Ensure students feel valued and have individual targets;
- Be open to the views of students;



- Celebrate a wide range of festivals;
- Encourage students to share their experiences of different cultures and different religions;
- Provide positive classroom displays of pupil's work;
- Attend appropriate training sessions;
- Report any concerns they have on any aspect of the school community.

## Role of Students

Students will:

- Be aware of and comply with this policy;
- Recognise that they have a role and responsibility to promote equality, diversity, inclusion and good community relations;
- Treat others kindly and fairly without prejudice, discrimination or harassment;
- Challenge inappropriate language behaviour;
- Tackle bias and stereotyping;
- Work to promote anti-bullying strategies;
- Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
- Report any prejudiced related incidents that may occur;
- Learn to take pride in their work;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Treat others, their work and equipment with respect;
- Talk to others without shouting and will use language which is neither abusive nor offensive;
- Hand in homework properly completed and on time;
- Wear correct uniform;
- Take part in questionnaires and surveys.

## **4. Eliminating discrimination**

- The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.
- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.
- The school has a designated member of staff: Kate Frith, for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **5. Advancing equality of opportunity**

As set out in the DfE guidance on the Equality Act, the school aims to advance equity of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities, or lesbian, bisexual or gay students who are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times);
- Encouraging people who have a particular protected characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school societies).

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how students with different characteristics are performing;
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information;
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying);
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own students.

## **6. Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures;
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute;
- Working with our local community. This includes organising school trips and activities based around the local community;
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures;
- We have developed links with people and groups who have specialist knowledge about particular protected characteristics, which helps inform and develop our approach.

## **7. Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays;
- Is accessible to students with disabilities;
- Has equivalent facilities for boys and girls.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## **8. Recruitment Process**

We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## **9. Complaints**

The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

Any case of harassment will be dealt with by the school's disciplinary procedure.

Role of Parents/Carers

Parents/carers will:

- Be aware of and comply with this policy.
- Be encouraged to take an active role in the life of the school by attending:
  - Parents and open evenings;
  - School events;
  - Ensure their children attend school and engage in their learning;
  - Report any prejudiced related incidents that may occur;
  - Be asked to take part periodic surveys conducted by the school.

## **10.Raising Awareness of this Policy**

We will raise awareness of this policy via:

- School Handbook/Prospectus;
- School website;
- Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;
- Executive Headteacher reports to the Governing Body;
- Text messages;
- Email;
- Social media.

## **11.Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **12.Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

## **13.Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Executive Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

## **14.Linked Policies**

- Anti-Bullying and Harassment Policy
- Behaviour and Belonging Policy
- Teaching and Learning Policy
- RSE Policy

## **15. School Statement**

We believe this school policy:

- Is an essential part of the school;
- Supports staff in managing certain situations;
- Forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- Provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- Provides a roadmap for day-to-day operations;
- Ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- Is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- Stems from the school's vision and objectives which are formed in strategic management meetings.