

Equality, Diversity and Inclusion Policy (Trust including EYFS)

Related Policies:

- Admissions Policy (Trust including EYFS)
- Accessibility Policy (Trust including EYFS)
- Anti-bullying Policy (Trust including EYFS)
- Behaviour Policy (Trust including EYFS)
- Child Protection Policy (Trust including EYFS)
- Complaints Policy (Trust including EYFS)
- Curriculum Policy (Senior School and Prep School)
- EAL Policy (Senior School and Prep School)
- Grievance Procedure (Trust)
- Pupil Complaints Procedure (Trust)
- Special Educational Needs Policy (Trust including EYFS)
- Whistle Blowing Policy
- Staff Code of Conduct (Trust Employees & Volunteers)

1. Statement of Intent

- I. Our School is proud of its commitment to equality and diversity among all its members. We support all our pupils, prospective pupils, staff (including contracted staff), parents, carers, guardians and other stakeholders. We treat them with respect and have due regard for their privacy and wellbeing, regardless of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. We have a zero tolerance attitude towards discriminatory language or action that could create a hostile environment. We do not accept behaviour that amounts to harassment or exclusion of any individual.

2. Purpose

- I. The School endeavours to provide an environment which respects and values the positive contributions of each of its members, so enabling them to achieve their full potential and to gain benefit and enjoyment from their involvement in the life of the School. It strives to develop each person's skills to the highest possible order, enabling differences to become positive and enriching attributes. The purpose of this policy is to act as a practical tool which will support Bede's pupils, prospective pupils, staff, parents, carers, guardians and other stakeholders in identifying and showing how Bede's achieves these goals and its legal duty to comply with the Equality Act 2010.

2.1 The Equality Act 2010: refers to the following protected characteristics:

- a) Age (for staff only)
- b) Disability
- c) Gender reassignment
- d) Marriage and civil partnership
- e) Pregnancy and Maternity
- f) Race
- g) Religion or belief
- h) Sex
- i) Sexual orientation

- I. Under the Act people are not allowed to discriminate, harass or victimise another person because they have any of the protected characteristics. There is also protection against discrimination where someone is perceived to have one of the protected characteristics or where they are associated with someone who has a protected characteristic.
- II. Discrimination means treating one person worse than another because of a protected characteristic (known as direct discrimination) or putting in place a rule or policy or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified (known as indirect discrimination).
- III. Harassment includes unwanted conduct related to a protected characteristic which has the purpose or effect or violating someone's dignity or which creates a hostile, degrading, humiliating or offensive environment for someone with a protected characteristic.
- IV. Victimisation is treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so.
- V. In addition, the School is committed to ensuring its pupils do not experience any inappropriate discrimination because of differences arising out of cultural background; linguistic background; special education needs; academic or sporting ability (Department for Education National Minimum Standards for Boarding Schools 2015, Standard 16 – Equal Opportunities).

3. Aims:

- I. To eliminate unlawful discrimination, harassment and victimisation; to advance equality of opportunity; to foster good relations between all members of the School.
- II. In order to achieve these aims, the School acknowledges the following basic rights for all its members:
 - a) To be treated with dignity and respect.
 - b) To be treated fairly with regard to all procedure, assessments and choices.
 - c) To receive encouragement.

4. Objectives:

- I. To create a positive atmosphere where there is shared commitment to respect diversity and difference.
- II. To regard all pupils as having equal rights
- III. To ensure appropriate adjustments are made to accommodate the needs of all pupils so each pupil has equality of opportunity.
- IV. To prepare pupils to be good citizens and take the responsibility of participation and to treat others as they wish to be treated.
- V. To raise awareness of the needs of others.

5. Actions:

- I. Decision makers are required to have due regard to these aims and objectives when formulating policy and making decisions which may have implications for people with protected characteristics. Equality duty must be integrated into the carrying out of the School's functions in a serious, rigorous and open-minded manner. Opportunities should be sought to create a shared positive culture; to challenge prejudice; to promote tolerance; to ensure the needs of all pupils are identified and met through equality of opportunity and access; and to

raise awareness of mutual responsibility for compliance with the law and provision of basic human rights.

- II. At School these opportunities are likely to include all or some of the following:
- a) preparation for entry to the School (see Admissions Policy)
 - b) school policies (including access to and content of the curriculum)
 - c) leisure time
 - d) the provision of school meals
 - e) interaction with peers
 - f) opportunities for assessment and accreditation, including exam arrangements
 - g) behaviour management approach, rewards and sanctions
 - h) school clubs, activities, school trips and transport
 - i) the School's arrangements for working with other agencies
 - j) preparation of pupils for the next phase of education
 - k) teaching and learning (the planned curriculum and timetabling)
 - l) classroom organisation
 - m) grouping of pupils
 - n) prep
 - o) dress codes
 - p) provision of facilities and access to facilities
 - q) activities to enrich the curriculum
 - r) school sports
 - s) pupil voice
 - t) staff training
 - u) PHSE programme
 - v) religious observance and promotion
 - w) celebration of national days, feast days, holidays

6. Compliance with the Policy

- I. In the workings of everyday School life, the School, its staff and pupils are charged with identifying specific opportunities to promote equality and celebrate diversity with open-mindedness, tolerance and respect.
- II. Each member of the community is obliged to contribute to making it a happy and caring environment by showing respect for and appreciation of others as individuals.
- III. All pupils will be included in and invited to contribute to the spiritual life of the School through their own faith.
- IV. Pupils are encouraged to contribute to their education and that of others by sharing their cultural experiences, values and perceptions.
- V. Both boys and girls are encouraged to aim high; utilise all the opportunities available to them; and participate equally in physical, intellectual and social activities.
- VI. Policies and practices will all reflect the pupil population in terms of ethnicity, race, gender, sexuality and disability.
- VII. Positive images of pupils will be used to illustrate the commitment to inclusion and equal opportunities.

- VIII. All members of the community are expected to comply with this policy. Any reports to the contrary will be investigated and dealt with swiftly in accordance with the School's disciplinary procedures.
- IX. Dealing with unfair discriminatory behaviour of any kind, abuse and intimidation is the responsibility of everyone. All staff and many pupils (such as School and House Prefects) have a particular obligation to tackle prejudice and report bullying and harassment, as outlined in their role descriptions.
- X. Teaching staff have the responsibility to identify and challenge racial or cultural bias and stereotyping through their choice of resources and teaching materials.
- XI. We recognise that treating people equally does not necessarily involve treating them all the same.
- XII. As an employer we need to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

In addition, the School will:

- XIII. Ensure there is also no tolerance of any less favourable treatment on grounds of family circumstances or social or economic class, nor allow anyone to be disadvantaged by any other condition or requirement which is not relevant to good practice and cannot be shown to be justifiable.
- XIV. Implement established systems for those who feel themselves subjected to discrimination and work to ensure that all members of the community feel comfortable and confident to raise any issues of difficulties.
- XV. Provide training to ensure all are informed of equal opportunity and principles of diversity and are given opportunity to discuss and understand racism, sexism, homophobia, unconscious bias and other forms of prejudice. It is important that everyone understands the hurt and harm caused by discrimination and prejudice.
- XVI. Maintain and monitor records of admissions, attendance, progress, achievement, behaviour, discipline, involvement, health and welfare to assess the effectiveness of its commitment to equality and diversity.

7. Breaches of the Policy

- I. All forms of discrimination by any person within the School will be treated seriously. A careful note of such breaches will be kept by whoever deals with the incident. It will be made clear to offending individuals that such behaviour is unacceptable and a warning will be issued that future breaches may be dealt with in accordance with the School's Behaviour Policy (in the case of pupils) and Disciplinary Procedure (in the case of staff and contractors).

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