

ST BARTHOLOMEW’S SCHOOL
EQUALITY, DIVERSITY & INCLUSION POLICY

Reviewed by the Education Committee, Autumn 2020

Approved by the Full Governing Body, Autumn 2020

To be reviewed annually

<u>Contents</u>		<u>Page</u>
1	Policy Statement	1
2	Policy Purpose	1
3	The School’s Commitments	2
4	Roles & Responsibilities	4
5	Other Relevant Documents	5
6	Data Protection	6
Appendix A	Types of Discrimination	6

1. Policy Statement

St Bartholomew’s School is committed to encouraging equality, diversity and inclusion among our students and our workforce and eliminating unlawful discrimination.

The aim is for our students and our workforce to be truly representative of all sections of society and for each student and employee to feel respected and able to give their best.

The School, in providing goods and/or services and/or facilities, is also committed against unlawful discrimination of customers or the public.

We recognise the value of each individual and we are committed to making a difference to the lives of the communities we serve, treating all people with dignity and respect.

2. Policy Purpose

The policy’s purpose is to:

- **provide equality, fairness and respect** for all members of our school community;
- **not unlawfully discriminate because of the Equality Act 2010 protected characteristics of *age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality and ethnic or national origin), religion or belief, sex and sexual orientation***;
- **oppose and avoid all forms of unlawful discrimination** (see Appendix A);
- **foster good relations** between people who share a protected characteristic and people who do not share it.

3. The School's Commitments

The School commits to encourage equality, diversity and inclusion among our students, employees and wider community via:

a) The curriculum

In order to ensure that every student has the opportunity to develop his or her abilities fully within an individual subject area:

- the curriculum, its assessment and styles of teaching in its delivery, will be planned with an awareness of the needs of individuals across the range of aptitudes, cultures and backgrounds;
- as far as possible, the curriculum will be balanced, objective, free-from-bias and sensitive to the need to support a diverse and tolerant community;
- the content, where appropriate, will present positive images relating to age, disability, ethnicity, gender, those who have or plan to undergo gender reassignment, marital / civil partnership status, those who are pregnant or have recently had a baby, their religion or belief, their sexual identity and orientation, and it will aim to counter stereotyping particularly where there are displays;
- departmental policies for grouping students within teaching groups will aim to enable children to work to the best of their abilities;
- the criteria for organising teaching groups will be clear, consistent, and in accordance with the principles of this Equality policy;
- departments will support tutors in making every effort to ensure that children who suffer from ill health, which leads to regular or lengthy absences from school, do not fall behind in their studies;
- departments will also support tutors in making every effort to ensure that students who join the school in the middle of a year or course are given the opportunity to catch up with work not previously covered;

b) Whole School Responsibilities

In order to ensure that every student has the opportunity to develop his or her abilities fully in the school as a whole:

- within the constraints of the timetable and staffing, students will have access to a broad and balanced curriculum, and to courses taught at an appropriate level for their aptitudes and experience;
- the criteria for managing over-subscribed option choices will be clear, consistent, and in accordance with the principles of this Equality policy;
- the school will ensure that students' special educational needs are recognised and supported in accordance with its Special Educational Needs & Disability Policy;
- the careers service will lead staff in giving appropriate advice and encouragement with regard to options choices, to work experience and to academic and vocational choices at all transition points and it will ensure that these choices are not hindered by gender, disability or cultural stereotyping;
- the school will make every effort to ensure that each student has the opportunity and is encouraged to enter for public examinations;
- the school will seek to recognise successful learning and development, and to celebrate achievement across as broad a range of student activity as possible;

- the school will aim to ensure that teaching is by an appropriately qualified member of staff;
- the school will aim to ensure that the delivery of the curriculum takes place in the appropriate rooms with the necessary equipment. Within the constraints of Health and Safety, all equipment is available to students of all abilities;
- a series of assemblies will be undertaken by a designated person, who will speak to each year group to highlight the Equality Policy at a level appropriate to the age of the students.

c) The Pastoral System

Promoting equal opportunities is a major aim of the pastoral system of the school. This includes the following:

- the formation of positive relationships regardless of individuals' personal situations;
- addressing issues of age, disability, ethnicity, gender, those who have or plan to undergo gender reassignment, marital / civil partnership status, those who are pregnant or have recently had a baby, their religion or belief, their sexual identity and orientation within the programmes of pastoral education, including the Personal Development Programme;
- school procedures and policies for dealing with misbehaviour and bullying;
- equal opportunities to participate in trips or other extra-curricular activities;
- positive attempts to assist disadvantaged students, for example by offering financial support for school trips;
- communication with parents regarding equal opportunities issues that affect the education and welfare of their children.

d) Student Admissions

The school seeks to ensure that students seeking admission will not be barred on the grounds of disability, ethnicity, gender, those who have or plan to undergo gender reassignment, marital / civil partnership status, those who are pregnant or have recently given birth, their religion or belief, their sexual identity and orientation, or for any other reason that cannot be justified. Within the school environment, we aim to ensure that students with disabilities are not disadvantaged due to difficulties in access to rooms or to specialist equipment.

In accordance with legal requirements, the ethnic make-up of the school population is monitored on student admission records and staff applications for a post. The school respects the right of the individual to refuse to give this information.

e) Staff and Student awareness and conduct

Create a school environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all the students and employees are recognised and valued.

- This commitment includes teaching students and training employees about their rights and responsibilities under the equality, diversity and inclusion policy. Responsibilities include students and employees conducting themselves to help the School provide equal opportunities in education and employment, and prevent bullying, harassment, victimisation and unlawful discrimination.
- All employees should understand that they, as well as their employer, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment, against fellow employees, students, suppliers and the public.

f) Complaints

Take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, students, suppliers, visitors, the public and any others in the course of the School's work activities.

- Such acts will be dealt with as misconduct under the Schools Grievance Procedure and/or Disciplinary Policy, or the Concerns and Complaints Policy and Procedures and appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice.
- Sexual harassment may amount to both an employment rights matter and a criminal matter, such as sexual assault allegations. In addition, harassment under the Protection from Harassment Act 1997 (which is not limited to circumstances where harassment relates to a protected characteristic) is a criminal offence.

g) Training/promotions

Make opportunities for training and development available to all students and employees, who will be helped and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximize the efficiency of the School. Decisions concerning employees being based on merit (apart from any necessary and limited exemptions and exceptions allowed under the Equality Act).

h) Recruitment

Review employment practices and procedures when necessary to ensure fairness, and also update them and the policy to take account of changes in the law.

- In employment terms this includes in pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working, and selection for employment, promotion, training or other developmental opportunities.

i) Monitoring

Monitor the make-up of the student cohort and workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality, diversity and inclusion, and in meeting the aims and commitments set out in the Equality, Diversity and Inclusion policy.

- Monitoring will also include assessing how the Equality, Diversity and Inclusion Policy, and any supporting action plan such as the School's Equality Information and Objectives Document, are working in practice, reviewing them annually, and considering and taking action to address any issues.
- Overall responsibility for monitoring the Equality Policy within the school rests with the designated member of the Leadership Team reporting to the Governing Body. This is the Deputy Headteacher: Student Progress, Inclusion and Teaching & Learning, Dr D Fitter.

4. Roles & Responsibilities

The Governing Body are responsible for:

- Making sure that St Bartholomew's School complies with all current and relevant equality legislation.
- Supporting the Leadership Team in implementing necessary actions and making sure this policy is followed.
- Making sure that people are not discriminated against, as specified in the Equality Act 2010, when applying for jobs at the Trust.
- Making sure that all reasonable steps are taken to make sure that our School environment

- is accessible to people with disabilities.
- Making sure that all communication is inclusive for parents, carers, students and employees.
- Making sure that the School has up to date equality objectives.

The Headteacher is responsible for:

- Implementing the policy.
- Appointing a member of the Leadership Team to be responsible for co-ordinating and monitoring work on equality and diversity issues.
- Ensuring that all staff are aware of their responsibilities and are given appropriate training and support.
- Taking appropriate action in the cases of unlawful discrimination.

The Leadership Team Member responsible for Equality and Diversity is responsible for:

- Making sure the policy is readily available and that the Governing Body, Staff, Student and their parents/carers know about it.
- Making sure its procedures are followed.
- Producing regular information for the staff and the Governing Body about the policy and how it is working, and providing training for them on the policy, if necessary.
- Making sure all staff know their responsibilities and receive training and support in carrying these out.
- Working closely with the House Teams, monitoring exclusions, analysing any possible patterns and acting on the findings.

All Employees are responsible for:

- Proactively following this policy and any associated guidelines.
- Providing role models to students through their own actions.
- Dealing with racist, sexist and LGBTQ phobic incidents and recognizing and talking other forms of bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination towards anyone because of their protected characteristics or because they belong to a vulnerable group.
- Maintaining high expectations for all learners.
- Keeping up to date on the law on discrimination and taking training and learning opportunities available to them.

All Students are responsible for:

- Treating others kindly and fairly without prejudice, discrimination or harassment.
- Attending and engaging in their own learning as well as allowing and helping other students to learn.
- Telling staff about any discrimination-related incidents that occur.

All our Parents/Carers are responsible for:

- Supporting the School in the implementation of this policy.
- Following the policy through their own behavior.
- Ensuring their children attend and engage in the learning.

5. Other Relevant Documents

- Grievance Procedure for Staff
- Disciplinary Policy
- Concerns & Complaints Policy & Procedure
- Equality Information and Objectives Document

6. Data Protection

The Governing Body respects your right to privacy and has put in place adequate policies and safeguards to protect your information and comply with the General Data Protection Regulations (GDPR) 2016 and the School's Data Protection Policy. Full details of how we use your information can be found on the Staff Privacy Notice on the School's website. If you require more information, please contact the Data Protection Officer, Email: DPO@stbarts.co.uk

Signed _____
Chair of Governor

Date _____

Appendix A

Types of Discrimination

There are four main types of discrimination noted in The Equality Act 2010:

1. **Direct discrimination** - where someone is treated less favourably than others because of:
 - A protective characteristic they possess – this is **ordinary direct discrimination** and/or;
 - A protective characteristic of someone they are associated with such as a friend, family member or colleague – this is **direct discrimination by association** and/or;
 - A protected characteristic they are thought to have, regardless of whether this perception by others is actually correct or not – this is **direct discrimination by perception**.

2. **Indirect discrimination** - this can occur when a rule or policy (provision, criterion or practice) is applied equally to a group of employees and/or job applicants, only some of whom share a certain protected characteristic and it has the effect of putting those who share the protected characteristic at a disadvantage, and the employer is unable to objectively justify it.

3. **Harassment** - is defined as 'unwanted conduct' related to a relevant protected characteristic or of a 'sexual nature', where it has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

4. **Victimisation** - this occurs when an employee suffers a 'detriment' (disadvantage, damage, harm or loss because of: making an allegation, supporting an allegation, giving evidence, raising a grievance or anything else for the purposes of or in connection with the Equality Act 2010, such as bringing an employment tribunal claim.