

# ST BARTHOLOMEW'S SCHOOL

## Equality, Diversity & Inclusion Policy

Reviewed by the Education Committee, Autumn 2024

Approved by the Full Governing Body, Autumn 2024

To be reviewed Autumn 2025

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### **1. Policy Statement**

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

The School, in providing goods and/or services and/or facilities, is 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,*
  - *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;
- help the School to **anticipate** and try to predict what adjustments could be needed by our service users.

### **3. The School's Commitments**

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

#### **a) The Curriculum**

In order to ensure that every student has the opportunity to develop their 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 the protected characteristics 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 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 their 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 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) Reasonable Adjustments

Under the [Equality Act 2010](#), the school will make 'reasonable adjustments' for:

#### Students

The school has a duty to make 'reasonable adjustments' for students with disabilities. The [Equality Act 2010: advice for schools](#) summarises the duty as:

- Where something a school does places a student with disabilities at a disadvantage compared to other students, the school must take reasonable steps to try to avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a student with a disability when it would be reasonable to do so, and if such an aid would alleviate any substantial disadvantage that the student faces in comparison with students without a disability.

#### Staff

The school has a duty as an employer to make [reasonable adjustments for members of staff](#) with a health condition or disability that puts them at a disadvantage in the workplace.

This may include adjustments such as:

- changing working hours;
- providing special pieces of equipment;
- changes to your interview process or the way you approach recruitment.

### d) 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 and discussing issues surrounding the protected characteristics 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.

#### **e) Student Admissions**

The school seeks to ensure that students seeking admission will not be barred on the grounds of a protected characteristic, 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 accessing rooms or 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.

#### **f) Staff and Student Awareness and Conduct**

The School aims to create an environment free of bullying, harassment, victimisation and unlawful discrimination, by promoting dignity and respect for all, and recognising and valuing individual differences and the contributions of all of our students and staff.

- This commitment includes teaching students and training staff about their rights and responsibilities under the equality, diversity and inclusion policy.
- Ensuring that students and staff conduct themselves in a manner which provides equal opportunities in education and employment, and prevents bullying, harassment, victimisation and unlawful discrimination.
- All staff should understand that they, as well as the School, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, against fellow colleagues, students, suppliers and the public.

#### **g) Complaints**

The School takes seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow colleagues, 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 School's 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.

#### **h) Training and Development**

Opportunities for training and development will be available to all students and staff.

All students and staff will be helped and encouraged to develop to their full potential, so that their talents and resources can be fully utilised to maximize the student experience and enhance the efficiency of the running of the School.

Decisions concerning employee promotions will be based on skills and experience.

#### **i) Policies and Procedures**

The School's policies and procedures will be reviewed regularly to ensure fairness, and to ensure they are updated to take account of changes in the law.

- In employment terms this includes, applying for a job; terms and conditions of employment; accessing work related benefits; dealing with grievances, discipline, dismissal, redundancy; requests for flexible working; training and development opportunities; the work environment. etc.
- The school will publish information that demonstrates how it is complying with Public Sector Equality Duty
- The school will develop and publish a set of objectives relating to equality, diversity and inclusion and in accordance with the School's circumstances, known as "Equality Objectives"
- The school will publish data regarding the student population in terms of the protected characteristics.

#### **j) Monitoring**

The make-up of the student cohort and workforce will be monitored through equality data collected on application forms.

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, Jon Bastable.

### **4. Roles and Responsibilities**

#### **The Governing Body is responsible for:**

- Ensuring that St Bartholomew's School complies with all current and relevant equality legislation by reviewing this and other relevant policies regularly.
- Ensuring that the School has up to date equality objectives which are reviewed regularly.
- Monitor progress towards achieving objectives.

#### **The Headteacher is responsible for:**

- Implementing the policy, by ensuring that all staff and students are aware of their responsibilities and are given appropriate training and support.
- Appointing a member of the Leadership Team to be responsible for leading and co-ordinating work on equality, diversity and inclusion and highlighting any issues.
- Taking appropriate action in the cases of bullying, harassment, victimisation or discrimination.
- Timely reporting to the Governing Body of progress against objectives.

#### **The Leadership Team Member responsible for Equality, Diversity and Inclusion is responsible for:**

- Leading and co-ordinating all work on equality, diversity and inclusion, including the Equality objectives
- Making sure that this policy, the School's equality objectives and Equality information are readily accessible to the Governing Body, Staff, Student and their parents/carers.
- Producing regular reports for the Leadership Team and the Governing Body on progress and achievements towards the objectives and any areas of concern or further development.
- Making sure all staff and students know their responsibilities and receive training and support in carrying these out.
- Monitoring the School's equality data.

**All Staff are responsible for:**

- Proactively following this policy and any associated guidelines.
- Providing role models to students through their own actions.
- Recognizing, dealing with and/or reporting incidents of bullying, harassment, victimization or discrimination and tackling 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.
- Attend training as required.
- Work towards achieving the Equality Objectives set.

**All Students are responsible for:**

- Treating others kindly and fairly without bullying, harassment, victimisation or discrimination.
- Attending and engaging in their own learning as well as allowing and helping other students to learn.
- Telling staff about any 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 behaviour.
- Ensuring their children attend and engage in the learning.

**5. Other Relevant Documents**

- Equality Objectives
- Equality Data
- Accessibility Plan
- Grievance Procedure (Staff)
- Disciplinary Policy (Staff)
- Concerns & Complaints Policy & Procedure

**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](mailto:DPO@stbarts.co.uk)

***Agreed by the Full Governing Body at their meeting on 10<sup>th</sup> December 2024.***

### 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, policy or way of doing things is in place which has a worse impact on someone with a protected characteristic than someone without one, and it has the effect of putting those who share the protected characteristic at a disadvantage, and it cannot be objectively justified.
3. **Harassment** - is defined as 'unwanted conduct' related to a relevant protected characteristic, 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 means that people cannot treat you unfairly (disadvantage, damage, harm or loss) if you are taking action (making a complaint or allegation) under the Equality Act, or you are supporting someone else who is doing so (giving evidence).