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1. Introduction

- 1.1 This Policy sets our approach to ensuring the school meets its commitment under the Equality Act (2010) to treat all pupils, staff and visitors with equity and to ensure that the school environment embraces diversity and inclusion in all its forms. It applies to all areas of the school including EYFS.
- 1.2 We aim to provide a safe, welcoming, respectful, happy and supportive environment where each individual feels valued, in turn values others, and can flourish.
- 1.3 We are committed to ensuring that equality, diversity and inclusion are at the heart of our culture and community. The pupil body is diverse: over 25 nationalities and a variety of beliefs are represented. A culture of inclusion is central to the school’s beliefs. We are dedicated to eradicating discrimination against any person or group protected by the 2010 Equality Act and ensuring that every member of the school community feels respected, valued and supported.
- 1.4 The School also opposes all bullying and unlawful discrimination on the basis that a person has a Special Educational Need (SEN) or learning difficulty, or because English is an additional language.
- 1.5 Harassment in all its forms is unlawful and unacceptable; our Behaviour Management and Anti-Bullying Policies contain clear procedures for recognising and for countering discrimination.

2. Responsibilities

- 2.1 Everyone in the school community (staff, governors, contractors, pupils, parents and visitors) has responsibility for ensuring that the school environment fully supports equality, diversity and inclusion.
- 2.2 The Senior Leadership Team will be responsible for overseeing implementation of the policy and for ensuring that all staff are aware of their responsibilities and are supported in taking appropriate action against prejudice and discrimination.

3. Policy Aims

Our policy aims are:

- For all pupils and staff to have an equal opportunity to achieve their full potential to flourish.
- For the school environment to be one where prejudice of any kind is challenged and where relationships are based on the values of respect, dignity and kindness.
- For pupils leaving the school to be prepared for global citizenship: empowered to lead with understanding and act in a way which embraces the diversity of global society.

4. Legal Framework

We embrace our duties under the Equality Act 2010 to foster respectful and dignified relationships amongst the school community, and in particular to ensure that there is no discrimination against members of the community on the grounds of the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity (including paternity)
- Race (colour, ethnic or national background)
- Religion or belief (including lack of belief)
- Sex
- Sexual Orientation

5. Definitions

For the purposes of this policy:

EQUALITY is the opportunity for pupils and staff to make the most of their time at school by being afforded equal status, rights and opportunities regardless of circumstances.

DIVERSITY is recognising people's differences and embracing the beauty and power of those differences.

INCLUSION is a community where all are valued and respected and where none feel marginalised.

6. Equal Opportunities

6.1 Pupils

The school will not discriminate against, harass, or victimise a pupil or potential pupil whether through the admissions process or, the education we provide, or denying them from opportunities by not considering them or subjecting them to disadvantage. The school welcomes disabled pupils and has an Accessibility Plan to ensure that where possible reasonable adjustments are made for pupils; current and future.

6.2 Staff

The school is committed to ensuring that equal opportunities principles are implemented and monitored for staff. Appointments and promotions are made based on merit and ability and in compliance with the law. We are committed to increasing the diversity of our staff to reflect the diverse pupil body. The school will seek to ensure that staff are treated with dignity throughout their employment and are not subjected to discrimination in the workplace.

7. Discrimination

We will seek to ensure that no member of our community suffers from:

DIRECT DISCRIMINATION – where a person is treated less favourably than others in comparable circumstances because of one or more protected characteristic.

INDIRECT DISCRIMINATION – where a person is at a disadvantage because provision, though equally applied, fails to account for a specific need they may have as a result of their protected characteristic.

VICTIMISATION – where a person who may have brought a complaint in respect of discrimination (or supported someone else in making this type of complaint) is then treated less favourably as a result.

HARASSMENT – unwanted behaviour related to any protected characteristic that has violated the person's dignity or created an intimidating, hostile, degrading, humiliating or offensive environment for the person

8. Awareness, Development and Implementation

8.1 The school curriculum is crucial to tackling inequalities for pupils, including gender stereotyping, preventing bullying and raising attainment for disadvantaged groups. The principles of equality and diversity are embedded in our academic and wider curriculum. The curriculum will aim to:

- Promote diversity in the content and examples utilised

- Stress the contribution and achievements of all kinds of individuals and cultures, actively challenging bias and stereotyping
 - Reinforce the importance of embracing difference and of equality of opportunity as a desirable aim
 - Provide inclusive and accessible activities, including educational trips and co-curricular provision
- 8.2 Just as important are the messages delivered through our pastoral provision: for example discussions in form time and assemblies. The school's pastoral care system promotes respect and understanding of ourselves and others, acknowledging that our community is strengthened by diversity.
- 8.3 The school promotes wellbeing, social cohesion and academic resilience to underpin the sense of belonging and acceptance our pupils need to overcome challenges effectively and develop a strong sense of self.
- 8.4 Opportunities are sought throughout the school for the celebration of diversity and difference e.g. through our Chinese Year celebrations; International Women's Day, Black History Month, Diwali, Eid, as well as for our Christian celebrations. Other opportunities can be sought through our support for various charities.
- 8.5 Staff will receive regular training on equality and diversity and how best to help maintain and enrich a school culture which is warm, respectful and progressive.
- 8.6 Our expectation is that staff will:
- Promote a positive, collaborative and inclusive culture across all areas of school life.
 - Uphold high standards for all pupils, challenging prejudice and discrimination in accordance with our Behaviour Policy. Bullying of any kind, and in particular on the basis of protected characteristics, will not be tolerated.

9. Monitoring of Policy

- 9.1 This Policy will be reviewed every two years by the Governing Body.
- 9.2 The Governing Body will ensure that the policy aims as set out in this document are published and communicated throughout the school, including to staff, pupils and parents.
- 9.3 Responsibility for monitoring the implementation of this policy on a day to day basis is delegated to the SLT with reports submitted to the Governing Body on any key issues including any identified incidences of discrimination and actions taken.