

Policy last reviewed:	March 2025
Next review due:	March 2026
Member of staff responsible	Deputy Headteacher - Pastoral
Governor's Committee:	FGB

Vision Statement: Our vision is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.

Mission Statement: Our mission is to be a deeply Christian inclusive community which values every individual as a child of God.

Values Statement: The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its students.

Dignity Underpinning all that we do is the core belief in the ultimate worth of each person as a child of God – precious, valued and loved by God. Dignity comes from the knowledge of our ultimate worth as human beings.

Community Having understood our value as individual human beings, we express this value through the quality of the relationships that we share with each other. Community, living well together, is of very great importance to us as a school, as is the place we each take in the wider community locally, nationally and internationally.

Wisdom As a school we seek to foster confidence, delight and discipline in seeking wisdom, knowledge and truth. This is achieved through the nurturing of academic habits and skills, emotional intelligence, resilience and creativity across the breadth of the curriculum.

Hope As we prepare our students for the future, we look to open up horizons of hope and aspiration, encouraging our students to embrace these with confidence and sending them out to make a difference to the world in which they live.

We recognise:

The legal framework for this policy is:

Equality Act 2010

Public Sector Equality Duty

The Human Rights Act 1998

The UN Convention on the Rights of the Child (UNCRC)

Keeping Children Safe in Education 2021

Hate-motivated Incidents: Guidance for School January 2021

Our Duties under the Equality Act 2010

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between different parts of the community

This covers the following protected characteristics: age, disability (which includes mental health and people diagnosed as clinically obese), race, religion or belief, sex, sexual orientation, gender reassignment (people who are having or who have had a sex change, transvestites and transgender people), marriage and civil partnership, and pregnancy and maternity.

Aims of the Equality and Diversity policy

This policy is rooted in our Christian ethos. We recognise our statutory duty to eliminate both direct and indirect discrimination on the grounds of any of the protected characteristics, and to value diversity, promote equality, and effective community cohesion. This policy will be an integral part of our school life.

This policy aims to support the school's commitment to a more consistent approach to supporting students with social, emotional and mental health (SEMH) needs.

Leadership, Management and Governance

The Governing Body is committed to promoting equality of opportunity, good personal and community relations and eliminating unlawful discrimination. The governors expect all staff, students and parents to support us in this work. We will monitor carefully the implementation of this policy and its related procedures and strategies in order to improve our practice. We will ensure that all our current policies are regularly assessed for their impact on different identified groups. The governors will develop their knowledge and understanding of equality and diversity issues.

It will be the responsibility of the Head of School to ensure that this policy is successfully implemented and that all those who work in the school understand what they are to do and have appropriate training and support. The Head of School will ensure that appropriate

action is taken in the event that this policy is not complied with. All staff have a responsibility for ensuring that the policy is implemented fully. The Deputy Head (Pastoral) is the member of the Senior Leadership Team with designated responsibility for Equality and Diversity. Responsibilities will include the monitoring and reporting of all hate incidents to the Governing Body and the Local Authority.

The governors expect that **all staff** will know how to recognise and challenge: (both inside and outside the classroom)

- Discrimination on the grounds of the protected characteristics
- Incidents of bullying or harassment on the above grounds and will challenge bias and stereotyping

Teaching staff have a central role in promoting equality and diversity. The effectiveness of our policies will be judged by how successfully they encourage, support and enable all students to reach their full potential; by how they ensure that all groups have full access to the curriculum and by how they promote equality and diversity through teaching and learning, the curriculum and the quality of pastoral care and guidance.

How the school will fulfil its commitment to Equality and Diversity

Ethos

The school will fulfil its commitment to equality and diversity by valuing diversity and by actively promoting good inter-personal and community relationships.

We aim to promote an atmosphere of mutual respect and trust among all members of the school community, and ensure that all staff, students and parents are treated with respect and dignity.

We aim to remove barriers for learning and provide an opportunity for all students to fulfil their potential.

Respond to hate Incidents

What are hate incidents and hate crimes?

A 'hate incident' refers to actions or words that are targeted at a person because the perpetrator is hostile, or prejudiced, towards an aspect of the victim's identity or characteristics. The law identifies five 'strands' for particular protection: disability, race or ethnicity, religion or belief, sexual orientation, or transgender status. When the actions or words also amount to a criminal offence, it becomes a hate crime.

Anyone could be a victim of a hate incident or hate crime, and these are not defined by the *intentions* of the perpetrator. Instead, if the victim or person witnessing it *believes* or *perceives* that an incident was motivated by prejudice or hostility towards an aspect of the victim's identity or characteristics, such as their race, religion, disability, sexual orientation, or transgender status, then it should be treated and recorded as a hate incident.

Hate incidents and hate crimes take many forms, including abusive words, physical attacks, online comments, damage to property, bullying, or a campaign of harassment.

What this means for schools

As hate incidents and hate crimes are a form of discriminatory behaviour and/or harassment, as well as often constituting crimes in their own right, schools have a legal duty to take action when they become aware of them. This is contained within UK legislation and also the Ofsted inspection framework.

This means that schools should record, report and monitor all hate incidents.

Schools should:

- Take steps to inform students and staff of what hate incidents are.
- Be able to identify hate incidents and have robust procedures in place to respond to them.
- Record and report hate incidents when they are identified.
- Monitor hate incidents and report routinely to Governors and WSCC.

Curriculum, Teaching and Learning

The school will fulfil its commitment to equality and diversity by

- Ensuring that the curriculum incorporates the principles of equal opportunities and diversity equality and promotes knowledge and understanding of, and positive attitudes towards diversity
- Ensuring access to the curriculum for all students to meet their individual needs
- Ensuring that teachers' planning and delivery takes account of equal opportunities, racial and cultural diversity and the need to challenge stereotypes
- Creating learning environments where all students can contribute fully and feel valued
- Ensuring that resources in all areas of the curriculum promote an understanding of equal opportunities, and racial and cultural diversity
- Creating an Equality and Diversity student group lead by a member of staff

Achievement, Attainment, Assessment, Progress

The school will fulfil its commitment to equal opportunities by having procedures to monitor attainment and achievement by the various groups (such as gender groups, racial groups, looked after children) specified by national regulations in order to identify and respond to trends and patterns. The school will strive to maintain equally high expectations of all students.

Attendance and punctuality

The school will fulfil its commitment to equality by monitoring student attendance and punctuality by the various groups specified by national regulations and by using the data to develop strategies to address poor attendance.

Behaviour, Discipline and Exclusion

The school will fulfil its commitment to equality by monitoring student behaviour and exclusions by the various groups specified by national regulations and by using the data to ensure that procedures are applied fairly and equitably to all students.

Staff recruitment and career development

The school will fulfil its commitment to equality and diversity by monitoring and evaluating employment practices and by reporting to the Local Authority to allow it to fulfil its specific duties under Law.

Community/parental consultation

The school will fulfil its commitment to equality and diversity by working in partnership with parents and the community to develop positive attitudes to diversity. We will ensure timely communication with parents about any related incidents.

Membership of the Governing Body

The school will fulfil its commitment to equality and diversity by striving to ensure that membership of the governing body reflects the community it serves.

Professional development of all staff

The school will fulfil its commitment to equality and diversity by ensuring equality of access to professional development and training for all staff. This will be monitored by middle leaders from teaching and support staff and SLT and reported, as appropriate.

Reasonable adjustments

The school will fulfil its legal obligations to undertake reasonable adjustments in order to cater for any member of the community who falls within equalities legislation.

Implementation, Monitoring and Evaluation

The school's development planning and implementation process will be the main vehicle for implementing the policy. The process for implementation is as follows:

- Making this policy available to staff, students, parents and other relevant stakeholders
- Producing and sharing any key points for action (e.g. via the Whole School Improvement Plan)
- Taking account of Equality & Diversity when undertaking key policy and planning processes
- Providing appropriate induction and training for all staff and governors
- Creating an Equality and Diversity student group lead by a member of staff

The school will monitor the implementation of the policy and evaluate its impact on students, parents and staff by:

- Collecting and analysing data and other information
- Checking progress against any priorities identified in Whole School Improvement Plan
- Consulting with parents, Governors, the school community and other relevant stakeholders as appropriate
- Reporting on Equality issues, or to any timetable recommended in the WSIP

The school will publish an annual report on the results of the monitoring and evaluation it has undertaken. Data will not be published which in any way makes it possible for an individual to be identified.

Related policies:

Anti-bullying policy

Behaviour policy

Child Protection Policy