



Equality, Equity, Diversity and Inclusion Policy for Students

Contents:

1. Statement of Intent.....	2
2. Legal Framework	2
3. Roles & Responsibilities.....	3
4. Equality Considerations in Decision-Making.....	4
5. The Public Sector Equality Duty	4
6. Protected Characteristics	4
7. Sex	4
8. Race & Ethnicity.....	5
9. Special Educational Needs and Disabilities.....	5
10. Religion & Belief.....	5
11. Sexual Orientation	6
12. Gender Reassignment	6
13. Pregnancy & Maternity.....	6
14. Looked-After Children (LAC).....	6
15. The Curriculum	7
16. Promoting Inclusion	7
17. Admission	7
18. Students that have left school	8
19. Bullying and Discrimination	8
20. Staff Training	8
21. Monitoring & Review	8
Appendix 1 (Equality Act 2010 Protected Characteristics).....	9

1. Statement of Intent

- 1.1. Furze Platt Senior school understands that, under the Equality Act 2010 and the Public Sector Equality Duty, all schools have a duty to:
 - Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010 by removing or minimising disadvantages suffered by people due to their protected characteristics.
 - Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
 - Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
- 1.2. The school will also consult and involve those affected by inequality, in the decisions the school takes to promote equality and eliminate discrimination - affected people could include parents, students, staff and members of the local community.
- 1.3. The school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every student receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our student body. We are committed to supporting and celebrating all students' individual identities.
- 1.4. This policy **MUST** be read in conjunction with the Equality Information and Objectives Policy and Statement and the Accessibility Plan.
- 1.5. To achieve our aims, we will adopt the following methods:
 - Embedding equality within teaching and resources
 - Using key data indicators to understand the needs and characteristics of the school
 - Promoting community cohesion
 - Promoting parental engagement
 - Investing in regular staff training
 - Using key data, such as measures of wellbeing, to monitor the progress of students with protected characteristics
 - Regularly reviewing our policy to ensure it reflects current trends and issues

2. Legal Framework

- 2.1. This policy has due regard to all relevant legislation including, but not limited to, the following:
 - Human Rights Act 1998
 - The Equality Act 2010
 - UK General Data Protection Regulation (UK GDPR)
 - Data Protection Act 2018
 - Public Sector Equality Duty (PSED)
 - Special Educational Needs and Disability Regulations 2014
- 2.2. This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:
 - DfE (2014) 'The Equality Act and schools'
 - DfE (2015) 'SEND Code of Practice'
 - DfE (2018) 'Promoting the education of looked after children and previously looked after children'
 - DfE (2018) 'Gender separation in mixed schools'
 - DfE (2018) 'Equality Act 2010: advice for schools'
 - DfE (2018) 'Mental health and wellbeing provision in schools'

2.3. This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Equality Information and Objectives Statement
- Accessibility Plan
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Cyber-bullying Policy
- Admissions Policy
- Attendance & Truancy Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Students with Additional Health Needs Policy
- Suspensions & Exclusions Policy
- Uniform Policy
- Curriculum Policy
- Equality, Equity, Diversity and Inclusion Policy for Staff
- Raising Concerns at Work (Whistleblowing) Policy
- Complaints Policy

3. Roles & Responsibilities

3.1. Governors will:

- 3.1.1. Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- 3.1.2. Take all reasonable steps to ensure students and potential students will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for students.
 - How students are provided with access to benefits, facilities and services.
 - The exclusion of a student or subjecting them to any other detriment.
- 3.1.3. Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

3.2. The Senior Leadership Team will:

- 3.2.1. Implement and champion this policy, ensuring that all staff and students apply its guidelines fairly in all situations.
- 3.2.2. Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- 3.2.3. Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- 3.2.4. Ensure that appropriate counselling is made available for students who require immediate interventions, parental assistance and personal counselling.

3.3. All Staff will:

- 3.3.1. Be alert to the possible harassment of students, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- 3.3.2. Carry out their statutory duties relating to equal opportunities and inclusivity, pertaining to their specific roles.
- 3.3.3. Have due regard to the sensitivities of all students, and not provide material that may cause offence.
- 3.3.4. Act as a role model for equality, diversity and inclusion across the whole school community.

4. Equality Considerations in Decision-Making

- 4.1. The school ensures it has due regard to equality considerations whenever significant decisions are made.
- 4.2. The school always considers the impact of significant decisions on particular groups. For example, when a trip or activity is being planned, we consider whether the trip:
 - Cuts across any religious holidays
 - Is accessible to students with disabilities
 - Has equivalent facilities for boys and girls
- 4.3. The school actively considers our equality duties and ask ourselves relevant questions at the same time as any risk assessment when planning trips and activities.

5. The Public Sector Equality Duty

- 5.1. The school will meet its duty to publish:
 - Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding students who have any of the protected characteristics outlined in the Protected characteristics section of this policy.
 - Equality objectives (at least every four years) outlining how the school may further equality.
- 5.2. There are some protected characteristics where statistical data is less likely to be readily available, and students will not be pressured into providing information related to any characteristic which they may identify with.

6. Protected Characteristics

- 6.1. Staff will not discriminate against, harass or victimise a student, or prospective student, because of their:
 - Sex
 - Race / Ethnicity
 - Disability, which includes neurodiversity and mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health
 - Religion or belief
 - Sexual orientation
 - Gender reassignment
 - Pregnancy or maternity
- 6.2. Staff will not discriminate against a student, or prospective student, because of a characteristic related to a person, such as a parent, with whom the student or prospective student is associated.
- 6.3. Staff will not discriminate against a student, or prospective student, because of a characteristic which they are believed to have, even if the belief is mistaken.

7. Sex

- 7.1. For the purpose of this policy, sex refers a student's biological assignment at birth depending on their reproductive organs. The school understands that some students identify as a gender different to the sex they were assigned at birth, and we will support students through their transitioning phases.
- 7.2. Staff will ensure that students of one sex are not singled out for different or less favourable treatment from that given to students of other sexes.
- 7.3. The school will only separate students by sex where there is reasonable justification for doing so, or if one of the following applies:
 - Students will suffer a disadvantage connected to their sex
 - One sex has needs that are different from the needs of the other sex
 - Participation in an activity by students of one sex is disproportionately low
- 7.4. The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

- 7.5. Students will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all students will be allowed to choose which skills they learn.
- 7.6. There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the school will ensure that such classes do not give students a disadvantage when compared to students of the other sex in other classes. Occasions where students are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation
- 7.7. Students' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

8. Race & Ethnicity

- 8.1. Staff will ensure that students of all races and ethnicities are not singled out for different and less favourable treatment from that given to other students and the school will regularly review its practices to ensure that they are fair.
- 8.2. Staff will ensure students with EAL are treated equally and fairly, while ensuring they are supported at all times.
- 8.3. The school will not segregate students on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.
- 8.4. The school may, however, take positive action, e.g. organising open days for students and families of a specific race that is under-represented, to address the particular challenges affecting students of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

9. Special Educational Needs and Disabilities

- 9.1. Staff will ensure that students with SEND are not singled out or treated less favourably than other students simply because they have a neurodiversity, disability, mental health condition or other additional need, regularly reviewing our school practices to ensure they are fair.
- 9.2. The school will avoid implementing rules that could have an adverse effect on students with SEND, unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 9.3. Staff will ensure that they do not discriminate against students with SEND because of something which is a consequence of their individual needs (for example, by not allowing a student on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 9.4. The school will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of students with SEND, especially where the student has SEND but does not have an EHCP.
- 9.5. The school will meet its duty to undertake accessibility planning for students with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.
- 9.6. The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for students with SEND.

10. Religion & Belief

- 10.1. Staff will ensure that students are not singled out or treated less favourably because of their religion or belief.
- 10.2. The school will ensure that students are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

- 10.3. Absences in relation to religious observances will be handled in accordance with the school's Attendance & Truancy Policy.
- 10.4. The school will liaise with local religious leaders of all faiths to inform the amount of leave students will be granted in relation to religious observance.

11. Sexual Orientation

- 11.1. Staff will ensure that all gay, lesbian and bisexual students, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other students.
- 11.2. The school will ensure that students are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. The school will educate students on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with the school's policy.
- 11.3. Staff will ensure that any religious beliefs with regards to sexual orientation are taught to students in an educational context, in a manner that is not prejudicial or discriminatory.
- 11.4. Staff will support LGBTQ+ students to feel comfortable and ensure they can celebrate their identity.
- 11.5. The school will ensure that there is a safe space where students can discuss issues of sexual orientation without fear of discrimination.

12. Gender Reassignment

- 12.1. Staff will ensure that students are not singled out or treated less favourably in relation to gender reassignment in line with current guidance. The school recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.
- 12.2. Students will have the right to dress in accordance with their true gender identity within the constraints of our non-binary dress code, outlined in our Uniform Policy.
- 12.3. The school will ensure that there are suitable toilet and private changing facilities for students to use..
 - 12.3.1. The facilities will be made available to all students, who can use the facility they feel most comfortable in.
- 12.4. The school will support all students in feeling comfortable and ensure they can celebrate their identity.
- 12.5. The school will ensure that there is a safe space within the school where all students can discuss issues of gender without fear of discrimination.

13. Pregnancy & Maternity

- 13.1. The school will ensure that students are not singled out or treated less favourably because they become pregnant, have recently given birth, have children, are breastfeeding or have lost a child.
- 13.2. The school will make reasonable adjustments to accommodate absence requests for the treatment and/or support of students who are pregnant or have just given birth.
- 13.3. To ensure all school-age parents and pregnant students are properly supported and the school can fulfil its duty of care.

14. Looked-After Children (LAC)

- 14.1. LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of our Admissions Policy.
- 14.2. Staff will ensure that students are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.
- 14.3. A Personal Education Plan (PEP) will be created and implemented for all LACs, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

14.4. Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

15. The Curriculum

15.1. Students will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a student may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

15.2. Equality, diversity and acceptance are taught and promoted throughout each subject area. See the Curriculum Policy for more information.

15.3. The observation of inclusive teaching strategies will remain a key aspect of the school's Quality Assurance programme.

15.4. The school will respect the right of parents to withdraw their child from sex education.

16. Promoting Inclusion

The school will promote inclusion and equality through:

- Ensuring that students are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in students an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose students to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all students, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a student from a particular social or racial group, or with SEND.

17. Admission

17.1. The school accepts applications from and admits students irrespective of their Protected Characteristics and will not discriminate on these grounds in the terms on which a place is offered. Every application will be treated in a fair, open-minded way. The school's admissions policy reflects our approach towards equal opportunities and is consistent with this policy. In line with our Admissions and SEND policies, exceptions to this may be made in cases where the school is unable to safely meet the needs of an individual student – either due to the requirement of specialist staff that we do not have and are unable to recruit and/or the physical constraints of the school site.

18. Students that have left school

18.1. The school's responsibility to not discriminate, harass or victimise will not end when a student has left school. It will continue to apply with regard to subsequent actions related to our previous relationship with the student, such as the provision of references.

19. Bullying and Discrimination

19.1. Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

19.2. Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

19.3. The Deputy Headteacher / DSL will decide whether it is appropriate to notify social services and/or the police of any incident.

19.4. Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Policy.

20. Staff Training

20.1. New staff will receive relevant training on the provisions of this policy during their induction.

20.2. Whole-school staff training for will be delivered on a regular basis / as required.

20.3. Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support students with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards students with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and students about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, Pride, and International Women's Day.

21. Monitoring & Review

21.1. This policy is reviewed annually by the Headteacher, Deputy Headteacher (Safeguarding and Interventions) and Assistant Headteacher (Inclusion) in conjunction with FGB

21.2. The scheduled review date for this policy is April 2024.

Appendix 1 (Equality Act 2010 Protected Characteristics)

Equality Act 2010 Protected Characteristics

The definitions used in this appendix are based on the Equality Act 2010, the full text of which is available [here](#).

Age: The Act protects people of all ages; however, differential treatment because of age is not unlawful direct or indirect discrimination if it can be justified, i.e. if you can demonstrate that it is a proportionate means of achieving a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.

Disability: The Act protects people who are disabled; the Act defines this as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Gender identity and/or reassignment: The Act protects transgender people. The Act no longer requires a person to be under medical supervision to be protected, so a person who does not undergo any medical procedures would be covered by these protections.

Marriage and civil partnership: The Act protects people who are married or in a civil partnership against discrimination. Single people are not protected.

Pregnancy and maternity: The Act protects people against discrimination on the grounds of pregnancy and maternity during the period of their pregnancy and any statutory maternity leave to which they are entitled.

Race: The Act protects people of all races; the Act's definition of race includes colour, nationality, and ethnic or national origins.

Religion or belief: The Act protects people of any religion, including specific denominations or sects, as well as a lack of religion, i.e. employees or jobseekers who do not follow a certain religion or do not follow any religion are protected. The Act protects people of any belief; this is defined as any religious or philosophical belief, or a lack of such belief, that is a weighty and substantial aspect of human life and behaviour.

Sex: The Act protects men and women.

Sexual orientation: The Act protects lesbian, gay, bisexual and heterosexual staff.