

Sir Roger Manwood's School



Equality, Diversity and Inclusion Statement and Policy

Date of Approval: February 2023
Date of Next Review: February 2026

1. Sir Roger Manwood's School (the School) welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, it is essential that equality of opportunity and absence of unfair discrimination be at the core of all the School's activities.
2. We believe that all people are of equal value and are entitled to equality of opportunity. We will not unlawfully discriminate on the grounds of the protected characteristics set out in the Equality Act 2010 as follows:
 - Age
 - Disability
 - Gender reassignment
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Race (including colour, nationality, and ethnic or national origin)
 - Religion or belief
 - Sex
 - Sexual orientation
3. The School is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:
 - regularly communicating its values and commitment to equality, diversity and inclusion to all members of the school community, including parents and carers
 - communicating where responsibility lies for equality issues
 - providing training for all staff, students and governors
 - maintaining mechanisms for implementation, monitoring, evaluation and review
 - proactively reviewing any under representation of sub-groups in the workforce and ensuring our recruitment communication supports applications from the widest possible range of applicants
 - ensuring that there are appropriate procedures and policies in place to deal effectively with any incidents of discrimination
 - consulting with trade unions, interested groups and individuals, internally and externally.

Responsibility of the Governing Body

4. The Governing Body has responsibility for ensuring that the School operates within the legal framework for equality and for ensuring that policies are implemented throughout the School.
5. Discriminatory issues are dealt with by the appropriate committee in line with the Governing Body's Terms of Reference.

Responsibility of the Senior Leadership Team

6. Establish with all staff an overall vision of the School's duty to promote equality of opportunity for all.
7. Advance equality of opportunity and treatment for all members of the school community.
8. Seek to eliminate discrimination, harassment, or victimisation on the grounds of the protected characteristics listed in the Equality Act 2010.
9. Raise awareness through training for all staff, students and governors, and through promoting this Equality Statement to all staff, students, parents, carers and governors.

Responsibility of staff

10. To provide appropriate resources and a curriculum that holds in mind equality, diversity and inclusion and reflects a diversity of experiences.
11. Monitor, report and act on any incidents of discrimination, harassment or victimisation.

Responsibility of all members of the school community

12. Each member of the school community is responsible for preventing unfair discrimination, harassment or victimisation which it is within their control to prevent; and challenging or reporting such in appropriate behaviour if it occurs.

Introduction

1. The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including academies, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.
2. Under the Equality Act 2010 the School must have due regard for the need to:
 - Eliminate discrimination and other conduct that is prohibited by the Act
 - Advance equality of opportunity for people who share a protected characteristic and people who do not share it
 - Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
3. The School complies with the specific duties of the Equality Act to publish equality information annually (in the Single Equality Scheme) and to set and publish equality objectives at least every four years. This information is published on the school website.
4. This policy brings together all previous policies, schemes and action plans around equality and sets out the school's commitment to promoting equality and diversity.
5. This scheme is a whole school policy and underpins all other school policies.
6. Guiding principles

Principle 1: Members of the school community are of equal value

We see all members of the school community as of equal value.

Principle 2: Recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

Principle 3: Foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes and interactions, good relations and dialogue between groups and communities different from each other.
- mutual respect and good relations between all members of the school community.

Principle 4: Observe good equalities practice in staff recruitment, retention and development .

All policies and procedures should benefit all employees and potential employees, for example in recruitment, promotion, and continuing professional development:

Principle 5: Reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of policies, the School will seek opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may exist for different groups.

Principle 6: Consult and involve widely

The School will seek to engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 7: Society as a whole should benefit

The School intends that its policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life.

Principle 8: Practices are based on sound evidence

Evidence relating to equalities is integrated into documentation when appropriate and possible.

Principle 9: Objectives

- The objectives identified take into account national and local priorities and issues, as appropriate. They are kept under review, published on the School website and reported to the Governing Body

The curriculum

6. The School keeps each curriculum subject or area under review in order to ensure that teaching and learning reflects the principles set out above.
7. All students are encouraged to value their own cultural heritage and the culture and lifestyles of others, and to show respect for self and others while at the same time finding common ground to talk to one another and valuing living together in a community.
8. The School acts to support staff understanding of their responsibility for establishing a positive climate for debate and extending opportunities for discussion. Staff are encouraged

to address widely held misconceptions to avoid the risk of students with limited experience arriving at consensus views of doubtful validity.

Ethos and organisation

9. The principles listed above apply to the full range of the School's policies and practices, including those that are concerned with:

- students' progress, attainment and achievement
- students' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents and carers
- working with the wider community.

Addressing prejudice and prejudice-related bullying

10. The School is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in Paragraph 1 above:

- prejudices around disability, special educational needs and students with medical needs (including those with intermittent medical or health needs)
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism, homophobia, transphobia and biphobia (and any other prejudices relating to gender or sexual identity).

11. The School keeps a record of prejudice-related incidents relating to students and, if requested, provides a report to the local authority about the numbers, types and seriousness of prejudice-related incidents and how they are dealt with.

12. Prejudice related incidents involving students are identified, assessed, recorded and dealt with in compliance with the School's Anti-bullying Policy, and as set out in paragraph 22 below.

Roles and responsibilities

13. The Governing Body is responsible for ensuring that the school complies with legislation.

14. The Pay and Personnel Committee had consideration regarding the implementation of this Policy.

15. The Headteacher is responsible for implementing the Policy for ensuring that all staff are aware of their responsibilities and are given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination.
16. A member of the Senior Leadership Team, the Assistant Headteacher (Pastoral and Wellbeing), has day-to-day responsibility for coordinating implementation of this policy.
17. All staff are expected to:
 - promote an inclusive and collaborative ethos
 - follow correct procedures for dealing with any prejudice-related incidents that may occur
 - plan and deliver curricula and lessons that reflect the guiding principles
 - support students in their class for whom English is an additional language
 - adapt lessons where appropriate for identified groups within lessons in line with this policy
 - ensure they are aware of appropriate inclusive language to use within School
 - respect students' protected characteristics
 - keep up-to-date with equalities legislation relevant to their work
18. The School respects the religious beliefs and practice of all staff, students and parents, and complies with reasonable requests relating to religious observance and practice.

Information and resources

19. The School ensures that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.
20. The School's PSHCE lead actively creates a range of resources and training materials that discuss and explain concepts of equality, diversity and inclusion in appropriate detail.

Staff development and training

21. The School ensures that all staff, teaching and non-teaching, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. This is facilitated through the school's CPD provision and the appraisal process.

Breaches of the policy

22. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with.
For staff - in line with the Grievance, Capability or Disciplinary procedures as appropriate and as determined by the Headteacher
For students - in line with the Behaviour Policy

Equality objectives set January 2023

- To promote understanding, inclusion and good relationships between everyone in the School community.
- To increase whole school awareness of sensitive use of language around all individuals with protected characteristics.
- To develop further specific whole school initiatives to support those that identify as LGBTQ+.
- To develop further specific whole school initiatives to support our diverse community and to ensure that our students, staff and governors gain greater insight and knowledge of systemic and institutional racism
- To develop further specific whole school initiatives to support the mental health of all.