

Sir Roger Manwood's School



Equality, Diversity and Inclusion (EDI)

Statement, Policy and Strategy

Date of Approval: February 2026

Date of Next Review: February 2029

1. Equality, Diversity and Inclusion Statement

1. Sir Roger Manwood's School is committed to creating and sustaining an inclusive, respectful and ambitious environment in which all members of the school community are valued and able to thrive. As an academy, the School recognises its responsibilities under the Equality Act 2010 and the Public Sector Equality Duty (PSED).
2. The School believes that all people are of equal value and are entitled to equality of opportunity. We will not unlawfully discriminate, harass or victimise any individual on the basis of the protected characteristics defined in the Equality Act 2010:
 - Age
 - Disability
 - Gender reassignment
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Race (including colour, nationality, ethnic or national origin)
 - Religion or belief
 - Sex
 - Sexual orientation
3. Equality, diversity and inclusion are integral to the School's ethos, leadership, curriculum, policies and day-to-day practice. This policy underpins all other School policies and supports the School Improvement Plan.
4. The School recognises that student voice is central to promoting equality, diversity and inclusion. Students are active partners in shaping a culture of respect, belonging and fairness. Their views are sought, valued and used to inform decision-making.

2. Legal Framework

Relevant Legislation and Linked Policies

This policy operates within the framework of UK equality legislation and should be read in conjunction with the following statutory guidance and school policies.

Key Legislation

This policy is informed by the following legislation:

- **Equality Act 2010**
- **Public Sector Equality Duty (PSED)**
- **Human Rights Act 1998**
- **Children Act 1989 and 2004**
- **Education and Inspections Act 2006**
- **Keeping Children Safe in Education (DfE statutory guidance)**

Under the Equality Act 2010, schools must ensure that they do not unlawfully discriminate against members of the community on the basis of the protected characteristics of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school also has a duty to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between different groups

Linked School Policies

This policy should be read alongside the following school policies, which collectively support an inclusive and respectful school environment:

- Behaviour Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Curriculum Policy
- Attendance Policy
- Suspension and Permanent Exclusion Policy
- Single Equality Scheme

These policies ensure that expectations relating to equality, respect, safeguarding and inclusion are embedded consistently across school practice.

Monitoring and Review

This policy will be reviewed in line with the school's policy review cycle and may be updated in response to:

- changes in legislation or statutory guidance
- monitoring data relating to behaviour, attendance or exclusions
- student voice and survey findings
- governor oversight and school development priorities.

3. Guiding Principles

Principle 1: Equal Value

All members of the school community are of equal value and deserve dignity, respect and fairness.

Principle 2: Recognition of Difference

Equality does not mean treating everyone the same. Policies, procedures and decisions must take account of difference and address barriers and disadvantage.

Principle 3: Positive Relationships and Belonging

The School promotes mutual respect, positive attitudes, meaningful dialogue and a shared sense of belonging.

Principle 4: Fair Employment Practice

Recruitment, retention, development and progression of staff are fair, transparent and inclusive.

Principle 5: Reducing Inequality

The School seeks to reduce and remove inequalities and barriers that already exist, while avoiding the creation of new disadvantage.

Principle 6: Consultation and Voice

The School engages with students, staff, parents, carers and other stakeholders where policies or practices affect them.

Principle 7: Wider Social Responsibility

The School recognises its role in promoting social cohesion and preparing students to be global citizens.

Principle 8: Evidence-Led Practice

Decision-making and evaluation are informed by qualitative and quantitative evidence.

4. Roles and Responsibilities

Governing Body

5. The Governing Body is responsible for:
 - Ensuring compliance with equality legislation
 - Approving and reviewing this policy and the EDI Strategy
 - Scrutinising equality information and progress against objectives

Senior Leadership Team

6. The Senior Leadership Team will:
 - Provide strategic leadership for equality, diversity and inclusion
 - Embed EDI within the School Improvement Plan
 - Monitor impact and report annually to governors
 - 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.
7. A member of the Senior Leadership Team, the Assistant Headteacher (Pastoral and Wellbeing), has day-to-day responsibility for coordinating implementation of this policy.

Staff

8. All staff are responsible for:
 - Promoting an inclusive and respectful ethos
 - Using inclusive language and practices
 - Planning and delivering curricula that reflect the guiding principles
 - Challenging and reporting discrimination, harassment or victimisation
 - Keeping up to date with relevant equality legislation

Students and Wider School Community

9. All members of the school community are expected to treat others with respect and to challenge or report discriminatory behaviour where appropriate.
10. Student voice is gathered through structured mechanisms including the School Council, focus groups, surveys and pastoral feedback systems. Outcomes are reviewed by the Senior Leadership Team and reported to governors annually.

5. Curriculum, Teaching and Learning

11. The curriculum is regularly reviewed to ensure that teaching and learning, curriculum resources and the learning environments:

- Reflect diversity of experience, identity and perspective
 - Promote respectful debate and critical thinking
 - Support students to understand equality, rights and responsibilities
12. Staff are supported through training and guidance to establish a positive climate for debate and extend opportunities for discussion, using inclusive language and tone and to address misconceptions, hidden bias and prejudice if this arises. Staff are knowledgeable in how to report racist and discriminatory behaviours.

4. Ethos, Organisation and Practice

13. The principles of this policy apply across all areas of school life, including:

- Student progress, attainment and achievement
- Behaviour, discipline and exclusions
- Attendance and engagement
- Student wellbeing and pastoral care
- Admissions and transitions
- Staff recruitment, appraisal and professional development
- Partnerships with parents, carers and the wider community

5. Addressing Prejudice and Discrimination

14. The School does not tolerate prejudice-related behaviour, including but not limited to:

- Disability-related prejudice
- Racism and xenophobia, including antisemitism and Islamophobia
- Sexism, homophobia, biphobia and transphobia

15. Prejudice-related incidents are identified, recorded and addressed in line with the Behaviour Policy, Anti-Bullying Policy and Safeguarding Policy.

6. Information, Training and Communication

16. This policy is communicated to all staff and governors and made available to students, parents and carers.
17. Training to support inclusive practice and confident responses to incidents is ongoing and refreshed regularly through induction, CPD and briefing cycles.

7. Monitoring, Review and Breaches

Monitoring and Recording

18. The School monitors the implementation and impact of this policy and the associated EDI Strategy using a range of evidence, including:
 - Behaviour, attendance and punctuality data
 - Records of prejudice-related incidents
 - Suspension and permanent exclusion data
 - Safeguarding and pastoral records
 - Student, staff and parent/carer voice
19. The School uses Class Charts, SIMS and CPOMS (where appropriate) to record, monitor and analyse behaviour, safeguarding and prejudice-related incidents. This information is reviewed regularly by the Senior Leadership Team to identify patterns, trends or any potential disproportionality affecting particular groups.
20. Relevant equality information contributes to annual reporting to the Governing Body in line with the Public Sector Equality Duty.
21. 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.

Breaches of the Policy

22. Breaches of this policy are addressed in line with the relevant School procedures, including the Behaviour Policy, Safeguarding Policy, Staff Code of Conduct and disciplinary or grievance procedures where applicable.

8. Links with Other School Policies

23. This policy should be read in conjunction with the following:

- Behaviour Policy
- Attendance and Absence Policy
- Safeguarding and Child Protection Policy
- Suspension and Permanent Exclusion Policy
- Curriculum Policy
- SEND Policy and SEN Information Report
- Single Equality Scheme
- Anti-Bullying Policy
- Online Safety Policy

Equality, Diversity and Inclusion Strategy

Equality Objectives (2026–2029)

The following objectives are designed to ensure that core expectations and systems are embedded. These objectives should be embedded in practice by 2029.

1. Staff training and confidence

By July 2026, ensure that all staff receive regular training and guidance on inclusive practice, inclusive language, managing sensitive issues

and responding to prejudice-related incidents. Training will be ongoing and refreshed annually.

2. **Curriculum inclusion**

By July 2026, complete a review of curriculum content across all subjects to ensure that diversity, representation and inclusion are appropriately embedded, with findings reported to governors.

3. **Monitoring equity and outcomes**

By July 2026, ensure that systems are fully in place to monitor behaviour, attendance, safeguarding, prejudice-related incidents and suspensions/exclusions by group, using Class Charts and other school systems. Emerging disparities will be addressed through timely and proportionate action.

4. **Student voice**

By July 2026, strengthen opportunities for student voice in relation to equality, diversity and inclusion, ensuring that student feedback informs leadership decision-making. This will be reviewed annually.