

Policy: Equality and Diversity Policy

Approval: Board of Trustees

Date: September 2022

Next review: May 2026



**CHELTENHAM
BOURNSIDE
SCHOOL**

Policies

Contents

1. Rationale	3
2. Aims.....	3
3. Disability Equality.....	3
4. Racial Equality	4
5. Religious Equality	4
6. British Values.....	4
7. The role of all staff	4
8. The role of the Headteacher in conjunction with the Senior Leadership team	4
9. The role of the Governors	5
10. Monitoring and Review	5
11. Links with other policies	5

1. Rationale

The policy is in accordance with the Equality Act 2010 and other relevant legislative guidance. This seeks to ensure that this school provides equal opportunity for all adults and children, giving due regard to groups with 'protected characteristics' (updated 2011). This will be in terms of age, disability, gender reassignment, maternity, marriage/ civil partnership, pregnancy, race, religion or belief, sex and sexual orientation in accordance with the Act.

2. Aims

We aim to promote equality and diversity and tackle any form of discrimination. We seek to remove barriers to access, participation, attainment and achievement. We will promote community cohesion at school, national and global levels and implement all necessary actions in relation to ethnicity, religion or belief, and socio-economic background.

To meet its duties in respect of equality the school will aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of age, attainment, background, disability, gender reassignment, race, religion or belief, sex, or sexual orientation,

We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some students and staff differently.

We seek to ensure that all students and staff (including volunteers) and governors have equal access to the full range of opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of students and staff. We aim to ensure that all recruitment, employment, promotion and training processes are fair to all.

We aim to challenge personal prejudice and stereotypical views whenever they occur. We value each person's worth, celebrating not only their individuality but also the diversity of our school community. We show respect for all minority groups. We are aware that prejudice and stereotyping are often caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all. We aim to work with parents and the wider school community to promote equality of opportunity for all.

To achieve these aims we will:

- involve stakeholders in the development and review of policy relating to Equality and Diversity
- publish and share our policy with the school and wider community
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage
- use all available information to set suitable learning challenges for all, respond to individual's diverse needs and overcome any potential barriers to learning
- have high expectations of behaviour, which demonstrate respect for others.

3. Disability Equality

Some staff, governors, students, parents or carers may have physical, medical or sensory disabilities. We are committed to meeting their needs. All reasonable steps are taken to ensure that they are not disadvantaged compared to those without these needs.

We are committed to providing an environment that allows physical, medical and sensory

disabled students and adults full access to the school premises and all aspects of learning.

We aim to ensure that all staff will differentiate learning appropriately through modification of materials or by offering alternative opportunities/ activities to ensure there are no barriers to learning.

We aim to make the reasonable adjustments required to ensure all students have access to educational trips, visits and experiences.

4. Racial Equality

The school recognises and welcomes the duties contained in the Race Relations (Amendment) Act 2000 as it applies to school life. The school currently draws its students from a mixed catchment area and has a genuinely comprehensive intake.

We will:

- aim to eliminate all forms of racism and racial discrimination;
- promote equality of opportunity, regardless of race, religion or ethnicity;
- promote good relations between different racial, cultural and religious groups within the school and within the wider community;
- oppose all forms of racism, xenophobia, racial prejudice and racial harassment.

Racist behaviour will not be tolerated and will be dealt with through the relevant established procedures. All staff are responsible for ensuring that incidents of racist behaviour are recorded.

We recognise and celebrate linguistic diversity in British society and, wherever possible, we offer bilingual support for students who are in the early stages of learning English.

5. Religious Equality

We respect the religious beliefs and practice of all students, staff, parents/carers and comply with all reasonable requests relating to religious observance and practice.

6. British Values

The school promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We recognise these values lie at the heart of our country and society, and are expectations throughout the curriculum.

7. The role of all staff

When planning lessons, teachers must strive to provide resources which give positive images, and which challenges bias and stereotyping. All staff must ensure they use language that does not reinforce stereotypes.

All staff must be vigilant in all areas of the school for any type of harassment and bullying, and deal effectively with all incidents of victimisation caused by perceived differences.

All staff must promote equality and good relations and not discriminate against a student or prospective student because of their age, disability, gender reassignment, religion or belief, race, sex or sexual orientation.

8. The role of the Headteacher in conjunction with the Senior Leadership team

- To ensure that the policy, its strategies and procedures are implemented effectively
- To ensure that Continuous Professional Improvement (CPI) is provided for all staff.
- To promote the principle of equal opportunity when developing the curriculum for all

students.

- To promote respect for other people in all aspects of school life.
- To actively challenge and take appropriate action in any cases of discriminatory practice; and to deal with any reported incidents of harassment or bullying in line with guidance.

9. The role of the Governors

- To ensure that the school is compliant with Equality and Diversity legislation
- To ensure that people from the 'protected characteristics' groups' as defined by The Equality Act 2010 (see Rationale Section) are not discriminated against when applying for jobs at the school.
- To ensure that no student is discriminated against through the school's admission policy, which is fair and equitable in its treatment of all groups, to ensure students are admitted without regard to ability, disability, gender or ethnic group.

10. Monitoring and Review

It is the responsibility of the governing body to monitor the effectiveness of this policy. The governors will therefore:

- Monitor the progress of pupils from minority groups, comparing it with the progress made by other students in the school;
- Monitor the progress of boys and/or girls, comparing it with the progress made by other students in the school;
- Monitor the progress of pupils from vulnerable groups – including specific SEN cohorts – and compare it with the progress made by other students in the school;
- Monitor the staff appointment process, so that no one applying for a post at this school is discriminated against;
- Require the Headteacher to report to governors annually on the effectiveness of this policy;
- Take into serious consideration any complaints from parents/carers, staff or students regarding equal opportunity;
- Monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that students from minority groups are not unfairly treated.

11. Links with other policies

This policy is to be read in conjunction with:

- Accessibility Plan
- Anti-Bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Sex education and Relationships
- Whistleblowing Policy.

Annex 1 Policy questions

There are four key Equality and Diversity questions that must be addressed prior to releasing school policies are as follows:

1. Can we demonstrate that the effects of this policy on pupils and employees with protected characteristics has been assessed?
2. Does this policy make it clear how complaints about this policy in relation to protected characteristics can be raised?
3. Have we considered what adjustments would be needed to minimise any negative effects on those with protected characteristics?
4. If the policy is likely to impact those with protected characteristics, have we sought their views before approving this policy?

A copy of the answer to these questions shall be included as an appendix to each policy released.

Given the number of policies, this review guided by the above four questions will not be carried out retrospectively but, as of the date of this amendment (September 2022) will be carried out when each policy is due for its normal periodic review.