

**DARRICK WOOD SCHOOL
EQUALITY, DIVERSITY AND INCLUSION POLICY**

Reviewed:	May 2023
Agreed:	June 2023
Next Review Due:	June 2025
Person Responsible:	Mr J Eynon

1. MISSION STATEMENT

Darrick Wood School is committed to ensuring and promoting equality, diversity and inclusion.

By **equality** we mean ensuring individuals are treated fairly and given equal opportunities to access all opportunities to learn and flourish, regardless of any protected characteristic, i.e. their race, gender, age, disability, religion, sexual orientation, gender reassignment, pregnancy or maternity.

By **diversity** we mean recognising, valuing and respecting these differences, to create an inclusive environment for all stakeholders.

By **inclusion** we mean everyone feels valued. It lets all students, staff, governors, volunteers and parents/carers feel safe to:

- come up with different ideas
- raise issues and suggestions to the school, knowing this is encouraged
- try doing things differently to how they've been done before, with school approval

An inclusive school can help lower the risk of bullying, harassment and discrimination.

2. GOALS

Customer Goal: To be a school where equality, diversity and inclusion are firmly embedded, where everyone is treated fairly and where diversity is valued, celebrated and encouraged.

Curriculum Goal: To provide a curriculum that provides equal opportunities for all students and actively promotes equality, diversity and inclusion.

Community Goal: To encourage all students and staff to contribute positively to a society where all are valued, ensuring student admissions, staff recruitment, promotional and career development are always free from bias.

Quality Goal: To monitor all aspects of school life to ensure that differences are not a barrier to achievement.

3. BACKGROUND

Darrick Wood School is dedicated to ensuring that all members of its school community and the local community in which it is located are treated fairly and with respect at all times. The aim of ensuring and promoting equality, diversity and inclusion applies to the School as a place of education and also as an employer.

Our School values of respect, responsibility and honesty are at the heart of all we do. At the heart of this policy is the need to **respect** others at all times irrespective of differences. It is our corporate **responsibility** as a school to promote equality, diversity and inclusion in every way we can and every member of the School community has an individual responsibility to act in a way that guarantees equality, diversity and inclusion. As a school and as individuals we value **honesty** greatly. This means that where the School becomes aware of any failings in this regard it will make alterations to its policies and practices in order to rectify this.

Prejudice, discrimination (either direct or indirect) and victimisation are not tolerated and we work hard to instil in all our students, a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The School's main priority is to provide the best education and care that we can and to establish a cooperative working relationship between home and school, so as to aid the development, progress and needs of all the children in our care.

This policy sets out how the school seeks to fulfil its duties under the Equality Act 2010, to eliminate all forms of discrimination, harassment, victimisation and any other behaviour prohibited by the Act, to foster good relations between persons with and without protected characteristics and to promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation). The School aims to comply with this duty in both the delivery of its services and the employment of its staff. It is created by the School's Governing Body with the help of the Senior Leadership Team (SLT), parents, staff and students and is the foundation of the School's other policies – particularly the Special Educational Needs Policy, Admissions Policy, Prevention of Bullying Policy and the Behaviour Policy.

The School recognises its duty under the Equality Act 2010 to avoid direct discrimination; indirect discrimination; harassment and victimisation. This applies to admissions procedures, the education provided for students and the way it provides student access to any benefit, facility or service and its exclusion policy.

4. ROLES AND RESPONSIBILITIES

Creating a school environment that promotes equality and inclusion, and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice or bias can create.

The Governing Body will:

- approve this document with the help of the SLT, staff, students and parents and ensure that it is adopted correctly throughout the School
- ensure the School complies fully with the Equality Act 2010
- monitor and evaluate the effectiveness of the policy
- nominate a named governor to oversee the implementation of the Equality and Diversity action plan, monitor equality outcomes, and regularly report back to the rest of the Governing Body.

The Head Teacher and Senior Leadership Team will:

- promote the single Equality, Diversity and Inclusion Policy both within the school and externally to the rest of the community
- ensure that all staff are aware of their roles and responsibilities regarding the promotion and delivery of equality, diversity and inclusion in the School, including through appropriate training

- report back to the Governing Body on the impact of the policy and any recommended amendments, as well as feedback from staff, students and parents.

Staff will:

- ensure that they are up to date and aware of the contents of this policy
- challenge any language or behaviours which are contrary to the policy
- confidently tackle any signs of bias or stereotyping
- tackle bias and stereotyping
- work to prevent bullying as outlined in the School's Behaviour and Prevention of Bullying Policies
- show a commitment to undertake relevant development and training in this area
- engage with the School in eliminating any forms of discrimination and role model expected behaviours at all times and in all contexts
- report back to line managers immediately on any incidents relating to potential discriminatory behaviours, by staff, students, visitors or any other stakeholder, so that any such incidents are monitored with appropriate action taken, where necessary
- promote equality, diversity and inclusion throughout, including teaching, form time and assemblies and provide opportunities for all students to appreciate both their own and other cultures.

Students will:

- engage with the School in eliminating any forms of discrimination where this might exist and promoting how embracing diversity and inclusion can enrich their experience within the School environment
- promote a positive attitude towards equality, diversity and inclusion when both in school and off the School site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred and support the School to eradicate such behaviours
- work to promote the anti-bullying strategies outlined in the School's Behaviour and Prevention of Bullying policies
- always set a good example by role modelling excellent behaviours and social awareness, especially towards younger students and their peers.

Parents, carers, and visitors are expected to:

- familiarise themselves with the School's Equality, Diversity and Inclusion Policy and support the policy by promoting a positive attitude towards equality, diversity and inclusion at home
- work with the School to resolve any incidents relating to potential discrimination or victimisation that their child may have been involved in
- respect and follow the Equality, Diversity and Inclusion Policy when visiting the School.

5. STRATEGIES TO PROMOTE AND IMPLEMENT THE EQUALITY, DIVERSITY AND INCLUSION POLICY

Equality, diversity and inclusion are promoted and explored in many different ways. These include through lessons, Form Time and assemblies as well as visual promotion of such messages via displays and posters throughout the School. Students are encouraged to take an active part in this process through the leading of assemblies for Black History Month (October) and/or LGBTQ+ History Month (February) for example.

Any incidents of racist behaviour must be reported immediately and carefully investigated. Such incidents must be logged and reported to the Borough, using published procedures. Homophobic incidents must be recorded on Class Charts.

Any new policy development or policy review will specifically consider the implications for equality, diversity and inclusion as part of an Equality Impact Assessment process.

The School will support any victims of discrimination by providing access to counselling and the opportunity to talk about the experience to a chosen member of staff. The School will discipline the offender and also try to educate and change attitudes that actively dispel any prejudice that may be at the cause of such behaviours. Any offence by a member of staff will be dealt with by the Head Teacher and may be managed under the School's staff disciplinary procedures.

6. KEY GROUPS AT RISK

The School recognises that whilst any person or group of people can become a victim of discrimination, victimisation or unfair treatment, there are people or groups of people who may be more at risk of becoming victims of inequality than others and one of the aims of this Policy is to seek to redress that balance in the following ways.

6.1 Equality, Diversity and Inclusion in relation to Disability

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, such as HIV, multiple sclerosis and cancer are all considered to be a disability, regardless of their effect. Long term is defined as 'lasting, or likely to last, for at least a period of 12 months.'

The School, in also meeting the legal requirements set out in the SEND Code of Practice, 2015, will ensure that there will be no direct or indirect discrimination against current or prospective students.

The School will ensure there is no direct or indirect discrimination against current or prospective staff members.

The School recognises its legal duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) an EHC plan, or from other sources. This will be done if such an aid would alleviate any substantial disadvantage that the student faces in comparison to non-disabled students.

The School will act in accordance with the published guidance by the Equality and Human Rights Commission website on the auxiliary aids duty, which includes advice on when it would be reasonable for schools to have to make adjustments and what factors a school should take into account in its assessment of whether or not it would be reasonable to make any particular adjustment.

The factors which the School will consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other students and health and safety requirements.

The School will try to ensure that disabled students can play as full a part as possible in school life and the reasonable adjustments duty will help to support that. However, there will be times when adjustments cannot be made because to do so would have a significant and detrimental effect on other students and would therefore not be reasonable.

The School will implement accessibility plans which are aimed at:

- increasing the extent to which disabled students can participate in the curriculum;
- improving the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled students, including access to appropriate progression routes at ages 14, 16 and 18; and
- Ensure that disabled students can participate in extra-curricular activities, where possible.

The School will interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities. Should an employee become disabled, the School will make every effort to ensure that they remain in employment at the School.

6.2 Equality, Diversity and Inclusion in relation to race issues

The School will promote good race relations across all areas of school activity. It will ensure that irrespective of their racial origins, all students will be treated fairly and will have equal opportunities to access all the learning opportunities offered by the School.

Any incidents of a racist behaviour must be recorded and investigated. Such incidents should be logged and reported to the Borough, in line with published procedures.

The School will support any victims by offering access to counselling and the opportunity to talk about the experience with a chosen member of staff. The School will discipline any offenders by applying appropriate sanctions and will endeavour to educate and change attitudes which dispel this type of prejudice.

Any offence by a member of staff will be dealt with by the Head Teacher, which may be managed under the School's staff disciplinary procedure.

Darrick Wood School will provide a safe and secure learning community in which all students can achieve their potential free from any discrimination or preconceptions by providing a lively, diverse and vibrant curriculum which prepares students for life in a multi-cultural society. The School will communicate this aim effectively to all members of the school community.

6.3 Equality, Diversity and Inclusion in relation to gender issues

The School will ensure that students of one gender are not singled out for different and/or less favourable treatment from that given to other students and that there are no practices which could result in unfair, less favourable treatment of boys, girls or transgender students.

In accordance with the Equality Act 2010 it is permissible to allow single-sex sports or games, or other activity of a competitive nature, where the physical strength, stamina or physique of the average girl may place her at a disadvantage in competition with the average boy. Whilst the Act permits a mixed/coeducational school to have a boys' only football team, the School will allow girls equal opportunities to participate in comparable sporting activities should they wish to do so.

6.4 Equality, Diversity and Inclusion in relation to religion or belief

The Equality Act 2010 defines "religion" as being any religion, and "belief" as any religious or philosophical belief. A lack of religion or belief is also covered within the protected characteristic.

“Religion” includes for example all the major faith groups and “belief” includes non-religious worldviews such as humanism. Religion includes denominations or sects within a religion, such as Catholicism or Protestantism within Christianity.

The School will not tolerate treating any member of the School community less favourably than another person is or would be treated, because of their religion or belief, or the religion or belief they are perceived to have, their lack of religion or belief, or the religion or belief, or lack of it, of someone else with whom they are associated.

In accordance with the Act, the School does not allow any teachers to discriminate against a student because of their own religious views.

6.5 Equality, Diversity and Inclusion in relation to sexual orientation

The School will make sure that students are not discriminated against on the basis of their sexuality or the sexuality of their parents or carers.

Teaching about marriage and relationships must be done in a sensitive, reasonable, respectful and balanced way. All teachers are subject to professional requirements, the school curriculum, school policies, and anti-discrimination duties towards colleagues and students.

6.6 Equality, Diversity and Inclusion in relation to staff

6.6.1 Recruitment

Darrick Wood School is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation. The School will ensure that the equal opportunities approach outlined in this plan is the foundation for all its recruitment activities.

Where a candidate is known personally to a member of the selection panel, this must be formally disclosed before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no potential conflict of interest and that equal opportunities principles are fully adhered to.

As part of its commitment to the implementation of the equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment, the School will ensure that:

- all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law
- it operates effective processes that will support the School to recruit with due regard for equality
- it eliminates direct and indirect (unintentional) discrimination and/or harassment in all employment practices and actively promotes equality across all groups within the workforce, including the duty to make reasonable adjustments
- we respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice
- we ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

6.6.2 Staff discipline and suspension

Darrick Wood School is committed to ensuring that all school staff are treated fairly and consistently and anyone not adhering to these values will be held to account through the Staff Discipline and Grievance Procedures.

7. BEHAVIOUR, EXCLUSIONS AND ATTENDANCE

The School's Behaviour Policy takes full account of the duties under the Equality Act 2010, which requires that the School makes reasonable, appropriate and flexible adjustments for students with special educational needs and disabilities. The School will closely monitor data on exclusions and absence from school, for evidence of any over or under-representation of different groups and will take action to address any concerns that may arise in this area.

The School's Attendance Policy and Behaviour Policy provide more in-depth information on the processes surrounding these topics.

8. MONITORING AND EVALUATION

- Data will be monitored, analysed and evaluated in order to ensure that the Equality, Diversity and Inclusion Policy is being effectively implemented.
- This data will include that related to attendance, exclusions, attainment and progress, rewards and sanctions.
- Departments will continually review resources, including texts, videos, and display materials as well as curriculum content, to ensure that any unwanted stereotypes are removed and equality and diversity are promoted.
- The School encourages students to have confidence in voicing their opinions and taking responsibility for the world around them. Student voice activities such as surveys, interviews and the Student Leadership Council will include a range of students, who will be represented to allow effective feedback on how well the School is promoting and implementing its Equality, Diversity and Inclusion Policy.

9. OUTCOMES

One of the most important indicators of how successful we are as a school in promoting equality and eliminating discrimination are the outcomes for various individuals and groups. Where robust analysis of outcomes reveals poorer outcomes for any particular groups, an impact assessment will be carried out and an action plan put in place to aid these outcomes. Action plans will outline:

- objectives and specific actions to be taken
- expected impact and indicators of achievement (success criteria)
- clear timescales
- who has lead responsibility
- resource implications
- specified dates for review.

RELATED POLICIES

Admissions Policy

Behaviour Policy

Prevention of Bullying Policy

Staff Discipline Procedure

Staff Grievance Procedure

Special Educational Needs Policy