



**Redborne Upper School**

# **Equality and Inclusivity Policy**

This policy will be evaluated and reviewed every three years by The Assistant Headteacher Pastoral: Respect & Responsibility (James Trapp)

This policy is available on the school website, on request to parents and carers, the LA and Ofsted through the Headteacher.

Date approved by governors: September 2023

Date for review: July 2026

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## **School acknowledgement**

This policy covers guidance on how the school will respond to all incidents that attempt to marginalise members of the school community, whether through: Sexism, Sexual Harassment, Misogyny, Racism, Xenophobia, Homophobia, Transphobia (Or any LGBTQIA+) or intolerance of faith.

The purpose of this policy is to create a learning community characterised by empathy, understanding and harmony across boundaries of race, ethnicity, faith, gender, sexual orientation and gender identity where differences are recognised and respected.

The governors recognise that acts of prejudiced bullying behaviours are against the law, and seek to make young people, staff, parents and visitors aware that all types of harassing or marginalising behaviour will be challenged.

Harassing or marginalising behaviour is defined as an incident which has been perceived to be an act of marginalisation by the victim or any other person.

# Equality and Inclusivity Policy

## 1. The 2010 Equality Act

1.1 The school understands that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

1.2 We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

1.3 We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

1.4 We believe it is our legal duty under the Equality Act 2010 to minimise the distress and disruption to those pupils and school personnel who are transgender by ensuring we eliminate all forms of discrimination, advance equality of opportunity, promote good relations between different people and to support the rights and needs of trans people to live their lives in their true gender.

1.5 We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

1.6 We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

1.7 We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the aforementioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

1.8 We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships. The Redborne shared values ethos demonstrates is an example of how we

encourage students to develop positive working relationships.

1.9 We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

1.10 We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community.

1.11 We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

1.12 We recognise that we all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

1.13 We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

## **2. Responsibility and Roles**

### **2.1 Role of the Governing Body**

The Governing Body has:

- responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Headteacher to ensure that this policy is embedded into the culture of the school;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility to have in place a school accessibility plan;
- responsibility for ensuring that the school complies with all equalities legislation;
- has the responsibility to monitor achievement of equality targets;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - determining this policy with the Governing Body;
  - discussing improvements to this policy during the school year;
  - organising surveys to gauge the thoughts of all pupils;

## **2.2 Role of the Headteacher and Senior Leadership Team**

The Headteacher and the Senior Leadership Team will:

- ensure that this policy is embedded into the culture of the school;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide leadership and vision in respect of equality inclusion and community cohesion;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- seek advice from appropriate agencies in order to ensure that this policy is kept up to date;
- have high expectations of all pupils from across the ability range;
- provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated and relevant;
- monitor the progress of all pupils in order for them to achieve their expected targets;
- monitor and analyse the performance of different groups of pupils within the school;
- regularly report to the Governing Body on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- provide guidance, support and training to all staff;

## **2.3 Role of School Personnel**

School personnel will:

- act as positive role models in order to promote equality throughout the school community;
- abide by and adhere to this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- maintain an overall school ethos of respect and tolerance for one another;
- promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour; racial harassment and bullying;
- have high expectations of all pupils;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- provide a stimulating and relevant curriculum that will motivate and enthuse all students;
- use a variety of teaching methods to ensure effective learning takes place for all pupils;
- provide challenge for all pupils;
- promote equality through curriculum planning;

- ensure planning is differentiated in order to provide access for all pupils;
- provide specialised resources for pupils with disabilities;
- create a positive classroom ethos and is welcoming to both sexes;
- ensure pupils feel valued and have individual targets;
- be open to the views of pupils;
- encourage pupils to share their experiences of different cultures and different religions;
- attend appropriate training sessions;
- report any concerns they have on any aspect of the school community.

## **2.4 Role of Pupils**

Pupils will be encouraged to:

- recognise that they have a role and responsibility to promote equality, inclusion and good community relations;
- challenge inappropriate language behaviour;
- tackle bias and stereotyping;
- help to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;

## **2.5 Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school where possible.

# **3. Guidelines**

3.1 In order to foster an ethos of empathy, respect and understanding the governing body will ensure that:

- Students, staff, parents and visitors are made aware that sexual harassment, bullying, abuse, graffiti and other sexist, homophobic or transphobic behaviour, in any part of the school, and by students travelling to and from school, will be challenged and will not be tolerated.
- Where appropriate any incidents relating to sexist, homophobic or transphobic behaviour will be dealt with through the school's disciplinary procedures
- A curriculum is promoted which is explicit in enabling students to understand human sexuality and gender identity, learn respect for themselves and others and challenging sexist, homophobic and transphobic behaviour.

- The following could constitute misconduct of a harassing or marginalising nature
  - physical assault (including non-consensual physical contact)
  - Marginalising graffiti
  - derogatory name calling
  - Anti-LGBTQIA+ insults
  - Anti-LGBTQIA+ jokes
  - comments which are offensive on grounds of gender, sexual orientation or gender identity
  - drawings which are offensive on grounds of gender, sexual orientation or gender identity, race or religious belief
  - bringing to school, material which is non-inclusive or marginalising including leaflets, comics or magazines
  - using ICT to access resources of an offensive nature
  - wearing racist, misogynist or Anti-LGBTQIA+ tattoos, badges or insignia
  - extortion
  - intimidation
  - using threatening words
  - using taunts
  - using ridicule
  - damage to personal property
  - incitement of others to behave in non-inclusive manner
  - verbal abuse.

3.2 With some incidents of this nature, it may not be necessary to conduct an investigation. However, the nature of the incident should be recorded on the Serious Incident Log via the dashboard and/or logged on CPOMS.

## **4. Student Related Issues**

4.1 Students are empowered to report all incidents that could be perceived as harassing or marginalising within a framework that recognises the right of the student to be heard.

4.2 All areas within the school environment are safe for students and tolerant and respectful relationships are promoted within the school community.

4.3 The student(s) who initiated the incident should be provided with the opportunity to learn from it. In some instances, for example where non-inclusive behaviour arises out of ignorance, opportunities to raise awareness of the impact of their actions on others will be provided. It may be appropriate to involve the parent or carer of the person who initiated the incident.

4.4 Appropriate support should be given to the student(s) subject to the harassing behaviour. The wishes of the student should be respected, where the issue arises of whether or not to inform the student's parent or carer.

4.5 Confidentiality should be maintained, except where there is an issue associated with safeguarding.

4.6 Where action is taken in relation to the person who initiated the incident, this should be pursued with sensitivity to the potential consequences for the student(s) subject to the incident.

## **5. Staff Related Issues**

5.1 All staff, including administrative and support staff, are familiar with, and able to implement, the procedures for dealing with and recording non-inclusive behaviour incidents.

5.2 All staff are vigilant with regard to behaviour among students, and look out for, and respond appropriately to any behaviour where a student is being harassed or marginalised.

5.3 Active steps are taken to protect staff from bullying or harassment by students, parents/carers, visitors and other staff.

5.4 Good practice and effective strategies for dealing with incidents of this nature are shared between staff.

5.5 Staff effectiveness in dealing with non-inclusive incidents is monitored and evaluated.

## **6. Complaints Against Staff**

6.1 All sexist, homophobic and/or transphobic incidents and complaints of sexual discrimination and sexual harassment or complaints of racism or religious intolerance against staff are recorded and investigated within two weeks.

6.2 All staff have access to the school's grievance procedures in the event of being subject to such a complaint.

6.3 If the Head Teacher has initiated such an incident, this will be investigated by the chair of the personnel committee, with appropriate personnel advice.

6.4 The Head Teacher will be subject to the same rights and expectations as other members of staff at the school.

## **7. Monitoring and Reporting**

7.1 Records will be kept of harassing and marginalising incidents via the Serious Incident Log. This will enable the school to identify any patterns of behaviour.

7.2 This will automatically link to a student's behaviour file.

7.3 The examination of these records on a regular basis by the Assistant Headteacher (Pastoral) will provide the school with a picture of the frequency and nature of sexist, homophobic or transphobic incidents and give some indication as to how effectively the school is combating such behaviour.

7.4 The school will provide annually, aggregated data to the governing body derived from the incident logs.

7.5 This data will be disaggregated in line with the categories in the SI log.

7.6 The governing body will use this, and other supporting information, to review the school's policy and procedures in dealing with incidents of non-inclusivity.

7.7 Whilst all incidents will be recorded, not all will require investigation..

7.8 The Headteacher will exercise professional judgement on whether it may not be appropriate to report an incident to a parent or carer. This might be the case, for example, where an incident is trivial and where those involved accept it as such.

7.9 This approach will avoid a situation arising where parents or carers consider such notification as irksome because of its insignificance. The reason for not informing a parent or carer will be logged. However, should an individual student initiate a number of similar incidents it may be appropriate to notify the parent or carer, even if the last incident in the series in itself seems trivial.

7.10 The Headteacher will also exercise professional judgement on the circumstances in which it will be appropriate to give the student the opportunity to make a statement. This is in order to avoid situations arising where a student might feel that her/his response is being interpreted on her/his behalf.

## **8. Governors**

8.1 If a governor has initiated a non-inclusive incident, the governing body will decide what action should be taken.

8.2 Where a governor is subject to a non-inclusive incident, the governing body will provide appropriate support and will decide on the nature of the investigation and the

action to be taken following the investigation.

8.3 Action taken by the governing body should be consistent with the values, principles, policies and practice set out in this policy.

## **9. Visitors (including parents or carers)**

9.1 Where a visitor (who might also be a parent or carer of a child at the school) has initiated a non-inclusive incident, this will be reported to the Headteacher who will take either or both of the following actions:

- inform the visitor that the school does not tolerate sexist, homophobic or transphobic behaviour
- instruct the visitor to leave the premises.

## **10. Recruitment Process**

10.1 We are an Equal Opportunities employer and we adhere to the principles of equal opportunity in all aspects of the recruitment process.

10.2 We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

## **11. Complaints**

11.1 The complaints procedures will be used to deal with any discriminatory complaint from any member of the school personnel.

11.2 Any case of harassment will be dealt with by the school's disciplinary procedure.