



Gaddesden Row JMI Equality, Equity, Diversity and Inclusion Policy

Policy Review

The policy was last reviewed and agreed by the Governing Body in October 2026

It is due for review in October 2028.

Signature H.Smith Date: October 2025
Head Teacher

Signature M. Barrow..... Date: October 2025
Chair of Governors

Diversity, equity and inclusion statement for Gaddesden Row JMI School

Gaddesden Row JMI School is committed to diversity, equity and inclusion. We believe that our children cannot be successful if they are not happy. The emotional and physical wellbeing of our pupils is just as important as our excellent academic achievements.

Our vision and values are at the heart of everything we do. They guide our teaching and learning, shape our school community, and create an environment where every pupil can grow into a confident, happy citizen. They describe who we are and what we do:

G enerous	L isten
A spirational	E njoy
D iscovering	A rticulate
R esponsible	R esilience
O pen-minded	N uture Relationships
W elcoming	E ncourage
	R emember More and Know More

Equality, Equity, Diversity and Inclusion are at the forefront of this, these are our Definitions of the terms:

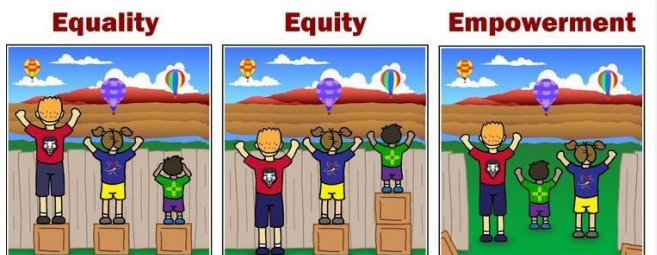
Diversity

Diversity is a group of people who are different in the same place. It means having a range of people with various racial, ethnic, socio-economic, and cultural backgrounds and various lifestyles, experience, and interests. Having a variety of individuals and points of view represented in the school.



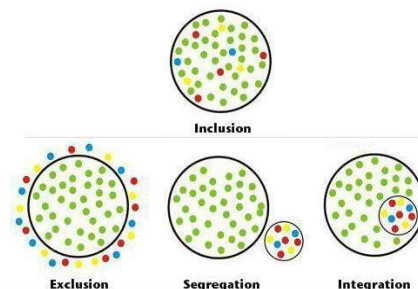
Equality and Equity

The term “equity” refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances.



Inclusion

Inclusion is a state of being valued, respected and supported. It is about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve his or her full potential.



The school's objective is to meet the expectations of the Equality Act 2010 (Public Sector Equality Duty) and in doing so we understand we have a duty to:

- Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations – between people who share a protected characteristic and people who do not share it.
- Promote mental health & wellbeing

The philosophy of Gaddesden Row talks of valuing the individuality of all our pupils and the whole school community. We will give all our pupils every opportunity to achieve the highest of standards. Discriminatory behaviour can be extremely harmful, it is not acceptable here and we do not tolerate bullying, or harassment of any kind. We take active steps to protect everyone in the school community, particularly those who are considered to have a protected characteristic:

1. Age
2. Disability
3. Sex (gender)
4. Race (ethnicity)
5. Pregnancy and Maternity
6. Religion and Belief
7. Sexual Orientation
8. Gender identity
9. Marriage and Civil Partnership

In addition, the school will commit to focus on neurodiversity, socio-economic status and social mobility within the community.

Our equality objectives are:

- To ensure spiritual, moral, social and cultural development through all appropriate curricular and extra-curricular opportunities. We aim to meet this objective with particular reference to issues of equality and diversity.
- To eliminate prejudice and ensure excellent understanding of diversity, equity and inclusion, through training and direct teaching across the curriculum and school community communication.
- We seek to ensure gender equity by assessing individual needs and personalising these with the use of teacher interventions and strategies so that each pupil, regardless of gender, can realise their potential.
- To make reasonable adjustments, within the curriculum, to meet the needs of all learners.
- We are committed to ensuring that positive action is taken where necessary to redress the balance or inequality that may exist.
- To tackle and challenge stereotypes and prejudice through the curriculum, assemblies and through ongoing discussions.
- All staff to be excellent role models in their relationships with each other, pupils and visitors by upholding the values and expectations of the Equality Act.
- To monitor the pupil outcomes of all groups and individual children ensuring there are no trends in underperformance.
- To ensure there is equality in recruitment processes.

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1. Aims

This policy reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012.

It sets out the School's aims to promote equality of opportunity, equity, diversity and inclusion and comply with the Act. This policy also sets out our legal duties.

At Gaddesden Row JMI School, we will take steps to advance diversity, equity and inclusion of opportunity, and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community. Our aim is to provide an effective framework for the prevention and management of discriminatory behaviour within our school. This will support our school in providing a safe and secure environment in which all members of the school community show respect for and value one other.

1.1 This means

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take, as full a part as possible, in all the activities of the School.
- We will make reasonable adjustments to ensure the School environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the School.
- We are also committed to ensuring staff with a disability have equality of opportunity.
- We will encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the School to ensure that individual pupils are achieving their potential, the School is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the School Development Plan.
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equal opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits. We will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.

- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we will take every opportunity to promote and advance equality.
- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice- related bullying.
- We expect that all staff will be role models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, race, religions and beliefs, antihomophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will ensure pupil/parent/staff consultation is sought regularly in the development and review of this policy.
- We will seek regularly the views of pupils, parents, advisory staff and visitors to the School, to ensure that the School environment is as safe and accessible as possible to all School users. We will review regularly our accessibility plans.
- We welcome a diverse range of candidates and encourage those who are currently underrepresented to join.
- We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity, where discrimination is never acceptable.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- We will set out training and awareness sessions in the School Development Plan.
- We will consult with stakeholders, i.e. pupils, parents/carers, staff and relevant community groups, to establish Equality Objectives and draw up a plan based on information collected on protected groups and accessibility planning. These Equality Objectives will be reviewed and reported on annually.
- We will maintain and update an equality page on the School website to show how we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, we will carry out an Equality Impact Assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. We will consider to what extent a new/revised policy, practice or plan meets the PSED (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations where necessary.

2. Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

2.1 The 9 areas of 'Protected Characteristics' within equality law are explained below:

Age	Age discrimination does not apply to the provision of education, but it does apply to work. Under 18s are only protected against age discrimination in relation to work.
Disability	A person has a disability if she/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, Multiple Sclerosis and cancer are all considered as disabilities, regardless of their effect.
Gender reassignment	A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the School will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
Marriage and civil partnership	Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
Pregnancy and maternity	Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
Race	A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies, as well as White British people.

Religion and belief Religious and philosophical beliefs including agnostic or atheist. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.

Sex For the purpose of this policy, sex refers a member of staff or pupil's biological assignment at birth depending on their reproductive organs. We understand some pupils identify as a gender different to the one they were assigned at birth, and we will support pupils through their transitioning phases. We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources. Pupils will be offered equal opportunities to undertake any activity in the school.

Sexual orientation A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment, as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated.

2.2 'Prohibited Conduct' (acts that are unlawful)

Direct discrimination Less favourable treatment because of a protected characteristic.

Indirect discrimination A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

Harassment Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

Victimisation	Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
Discrimination arising from disability	Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
Gender re- assignment discrimination	Not allowing reasonable absence from work for the purpose of gender- reassignment in line with normal provision, such as sick leave).
Pregnancy/maternity related discrimination	Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a female because she is breastfeeding.
Discrimination by association or perception	For example, discriminating against someone because they “look gay”, or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

3. Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

4. Reasonable Adjustments and Accessibility Plans (see the plan)

Schools are required to:

Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example; steps and lifts.

- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will:
 - Increase disabled pupils' access to the school curriculum,
 - Improve the physical environment,
 - Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

5. Curriculum

The School believes that every child is entitled to a broad, balanced and coherent curriculum. All children have access to the mainstream curriculum, in some cases this is scaffolded and significantly adapted to meet specific need. The curriculum builds on pupils starting points and is progressive and sequential to meet the needs of all pupils, including:

- boys and girls,
- pupils learning English as an additional language,
- pupils from minority ethnic groups,
- pupils who are vulnerable
- pupils who are disadvantaged
- pupils who are working above age related expectations,
- pupils with special educational needs and disabilities,
- pupils who are at risk of suspension or exclusion.

Each area of the curriculum is planned to incorporate the principles of diversity, equity and inclusion related to the protective characteristics. All subjects contribute to the spiritual, moral and cultural development of all pupils.

6. Teaching and Learning

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the School.

7. British Values

In June 2014, the Prime Minister emphasized the important role that British Values can play in education. Further, how well a school promotes such values is an aspect of Ofsted's inspection process. British Values are promoted through our Christian Ethos Values program, SMSC in the curriculum, during school assemblies, Beliefs and Values teaching, and Personal, Social and Health Education (PSHE) session.

As well as promoting British Values, the opposite also applies: we will challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. We also make clear that these values are not unique to Britain. We acknowledge that they differ in no way from the values of the countries and the cultural backgrounds represented by families at Gaddesden Row.

Below are just a few examples of how we promote British Values.

7.1 Being part of Britain

As a school, we value and celebrate the diverse heritage of everybody at Gaddesden Row. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; see the calendar of events.

Furthermore, children learn about being part of Britain from different perspectives. Two specific examples of when we teach about being part of Britain are:

7.1.1 Geographically: Our rivers, coasts and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about: its coasts, rivers and mountains; where Britain is in relation to the rest of Europe and other countries in the world. **Historically:** Key moments in British history are studied in the topics about The Great Fire of London and the World Wars, etc.

7.2 Democracy

Children, parents and staff have many opportunities for their voices to be heard at Gaddesden Row JMI School. Democracy is central to how we operate:

7.2.1 Children are asked to respond and reflect on the teaching and learning they receive, as well as make suggestions during class assemblies.

7.2.2 Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their School but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

7.2.3 Parents' opinions are welcomed at Gaddesden Row through methods such as questionnaires, surveys, working groups and at parent's evenings.

7.3 Rules and Laws

The importance of rules and laws, whether they be those that govern our School or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the School year, each class discusses the School rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

7.3.1 visits from authorities, such as the police and fire service,

7.3.2 during Religious Education, when rules for particular faiths are thought about,

7.3.3 during other school subjects, where there is respect and appreciation for different rules.

7.4 Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:

7.4.1 choices about which learning challenge or activity,

7.4.2 choices about how they record their learning,

7.4.3 choices around the participation in extra-curricular activities.

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our PSHE lessons.

7.5 Mutual respect and celebration

Gaddesden Row JMI School serves an area which is not very culturally diverse and we promote and celebrate different backgrounds and beliefs. Politeness and mutual respect are at the heart of our aims and ethos. We have high expectations of children's behaviour to show respect for each other and accept responsibility for their behaviour. Staff model positive behaviour and communication skills both with pupils and other adults in the school. Staff always challenge children when they use prejudice; explaining why it is wrong and how hurtful it can be. We encourage children to tell an adult if they are worried or upset about anything. We work hard to ensure that our pupils are able to live and work alongside people from all backgrounds and cultures. This will be particularly necessary in a future where technological advances will make the 'world a smaller place.'

Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the School community are encouraged to treat each other, and themselves with respect.

Specific examples of how we at Gaddesden Row JMI School enhance pupils' understanding and respect are:

- 7.5.1 Through Religious Education, PSHE and other lessons where we develop awareness and appreciation of other cultures; in English through fiction and in art and music by considering cultures from other parts of the world.
- 7.5.2 By celebrating differences through assemblies, themed weeks, notice boards and displays.

Whilst instances contrary to our values are relatively rare, no school can guarantee that there will never be instances which are contrary to our values. Each is treated seriously in line with our policies and expectations.

The following sections relate to Ofsted inspection's equality, diversity and inclusion expectations.

8. Assessment, Pupil Achievement and Progress

Pupil performance is monitored by formal and informal procedures and is analysed in relation to the protective characteristics, as appropriate. Monitoring is carried out by members of the Senior Leadership Team (SLT), at regular intervals. Any pattern of under achievement of a particular group is addressed through targeted curriculum planning, teaching and support. The School ensures, where possible, that assessment is free of gender, cultural and social bias. Staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual children. Staff have very high expectations of all pupils and they continually challenge them to reach higher standards. The School recognises and values all forms of achievement. Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

9. Behaviour, Discipline and Exclusion

The School expects high standards of behaviour from all its pupils. The School's procedures for managing behaviour are fair and consistent for all. The School takes into account the needs of specific children when dealing with incidents. All staff operate consistent systems of rewards and discipline. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist, discriminatory in any way or potentially damaging to anyone, is always unacceptable.

10. Looked-after children (LAC)

We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state. A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind. We will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHCP.

11. Admissions and Attendance

Steps are taken to ensure that the School's admissions process is fair and equitable to all pupils. Comprehensive information about pupil's ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms. The School and families are aware of their rights and responsibilities in relation to pupil attendance. Absence is always followed up by appropriate personnel who are aware of community issues. Provision is made for leave of absence for religious observation which includes staff, as well as pupils. Attendance is monitored by gender, ethnicity, special educational need and background. Action is taken in order to address any disparities between different groups of pupils.

12. Partnership with Parents

We believe that parents and carers have a crucial role in supporting the school's anti-discrimination approach and in actively encouraging their child to be a positive member of the school. All parents / carers are encouraged to participate at all levels in the full life of the School. The School takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible to all. Support is given to read and interpret news letters, reports and other documents when this is required. Progress reports to parents / carers are accessible and appropriate, in order that all parent/ carers have the opportunity to participate fully. Information material for parents/ carers is easily accessible in user friendly language and could be made available in languages and formats other than English, if appropriate. The School works in partnership with the parents to address specific incidents and to develop positive attitudes to difference.

13. Pupils that have left school

Our responsibility to not discriminate, harass or victimise does not end when a pupil has left our school. It will continue to apply with regard to subsequent actions related to our previous relationship with the pupil, such as the provision of references and ensuring a smooth transition into secondary school.

14. Responsibilities

Responsibilities under this policy are as follows:

14.1 Governing Body

- Ensure that the School complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other School policies promote equality.
- Give due regard to the Personal Social and Emotional Development when making decisions.

14.2 Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training, as appropriate, to enable them to deliver this policy effectively.
- Take appropriate action in any case of actual or potential discrimination.

- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties.

Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.

- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

14.3 All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary, to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

14.4 SENDCO

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Ensure quality provision for all SEND pupils is based on need.

14.5 Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

14.6 Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the School's Equality, Diversity and Inclusion Policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on School premises.

15. Supporting Policies

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies:

- Behaviour Policy
- Anti-Bullying Policy
- Complaints Policy
- E Safety Policy
- Health and Safety Policy
- Offsite Visits Policy
- Safer Recruitment Policy
- Child Protection Policy
- Whistle Blowing Policy

Appendix 1 – Definitions

Equity: Equity is slightly different from equality in that it recognises that each person has different circumstances. This means that varying types or levels of support might be required, depending on individual need, to take full advantage of equal opportunities.

Equality: This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusion: Making sure everyone can participate, whatever their background or circumstances.

Diversity: Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion: People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community: From the school's perspective, the term "community" has a number of meanings:

School community – the children we serve, their families and the school's staff.

Community within which the School is located – in its geographical community, and the people who live and/or work in that area.

Community of Britain – all schools by definition are part of it.

Global community – formed by European and international links.

Gender Dysphoria: Gender dysphoria is a recognised condition in which a person feels that there is a mismatch between their biological sex and their gender identity. Biological sex is assigned at birth, depending on the appearance of the infant. Gender identity is the gender that a person "identifies" with, or feels themselves to be.

Appendix 2 – Recording and Reporting

Any report or allegation of a potentially discriminatory incident requires an investigation even if it is found to have been unsubstantiated. While some investigations will be very simple, others may require witness statements or other supporting documentation. This information will be uploaded to our online reporting platform, CPOMS.

In all cases:

- Records relating to discriminatory incidents will be treated as highly confidential and must be uploaded by the relevant member of staff to CPOMS.
- If there is a detailed investigation (e.g. including witness statements), records of the investigation should be uploaded on to CPOMS.
- Analysis of CPOMS will enable us to learn from particular incidents, highlight trends and monitor progress.
- Any summary of incidents or monitoring report by the school which will be shared with governors, leadership team, staff or the wider school community must not disclose the identity of any individuals involved in discriminatory incidents.
- We will investigate and act upon any discriminatory incident that is reported to school staff promptly. We will also consider whether it is appropriate to notify the police of the incident.
- We will communicate with parents of all children involved regularly throughout the investigations.

What will we do if we know a discriminatory incident has been reported?

We aim to have a consistent approach throughout the school to deal with discrimination and investigate all reports.

We will:

- Identify a member of staff to investigate the incident thoroughly.
- Support the child and talk with them about what has happened and what they would like to happen.
- Investigate the incident and talk to each child involved including bystanders, separately to find out what has been happening and why.
- Tell the parents/carers involved and keep them informed of how the incident is being dealt with.
- Keep the situation under regular review to ensure that harassment, abuse or victimisation has stopped and that the victim feels safe.
- Record the incident and actions on CPOMS.
- Consider any curriculum implication including the need for a school assembly or lessons, changes to the behaviour code or any policies.
- Support for the victim and/or the alleged perpetrator.
- Consider if there is a child protection issue in this case.
- Consider seeking advice from the Local Authority Officer.

Data on discriminatory incidents are reported to governors each term, including numbers of incidents, types of incident and a summary of how they have been resolved.

What will happen to the child who has been a victim of discrimination?

We will:

- Take appropriate action to offer support to the victim.
- Meet with the pupil's parent(s)/guardian/carer to discuss the matter and explain the action taken.
- Use the restorative approach to help the victim to process the incident and to reconcile with the alleged perpetrator.
- Reinforce the school's commitment to tackling discrimination.

What will happen to the child who has been discriminatory?

- An appropriate member of staff should intervene and take immediate action, for example, separating the victim(s) from the perpetrator(s).
- Any discriminatory behaviour should be challenged immediately. The perpetrator should be told that their behaviour is unacceptable and will not be tolerated.
- Appropriate action should be taken to support, educate and monitor the behaviour of the perpetrator to ensure that the discriminatory behaviour will not be repeated.

Racism outside of school premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff Section 89 of the Education and Inspections Act 2006.

This could relate to discriminatory incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops.

Where discrimination outside school is reported to school staff, it should be investigated and acted on.

The Headteacher should also consider whether it is appropriate to notify the police or local authority.

If misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

For more information download guidance from the DfE:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

and Equality Human Rights website: <https://www.equalityhumanrights.com/>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion. Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools, wherever possible.