

# **Student Equality, Equity, Diversity and Inclusion Policy**

Person Responsible:	Director of Inclusion
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## Statement of intent

Thornleigh Salesian College understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every student receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our students. We are committed to supporting and celebrating all students' individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of students with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

## **1. Legal framework**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Students with Medical Conditions Policy
- School Uniform Policy
- Admissions Policy
- LAC Policy
- Anti-bullying Policy: Students
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

## **2. Roles and responsibilities**

The governing body will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure students and potential students will not be discriminated against, harassed or victimised in relation to:
  - Admissions.
  - The way the school provides and education for students.
  - How students are provided with access to benefits, facilities and services.
  - The exclusion of a student or subjecting them to any other detriment.

The headteacher will:

- champion this policy, ensuring that all staff and students apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.

Staff will:

- Be alert to the possible harassment of students, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.

### **3. Protected characteristics**

We will not discriminate against a student, or prospective student, because of a characteristic related to a person, such as a parent, with whom the student or prospective student is associated.

We will not discriminate against a student, or prospective student, because of a characteristic which they are believed to have, even if the belief is mistaken.

### **4. Sex**

For the purpose of this policy, sex refers a student's biological assignment at birth depending on their reproductive organs. We understand some students identify as a gender different to the one they were assigned at birth, and we will support students through their transitioning phases.

We will ensure that students of one sex are not singled out for different or less favourable treatment from that given to students of other sexes.

### **5. Race and ethnicity**

We will ensure that students of all races and ethnicities are not singled out for different and less favourable treatment from that given to other students, regularly reviewing our school practices to ensure that they are fair.

We will ensure students with EAL are treated equally and fairly, while ensuring they are supported at all times.

### **6. Disability**

We will ensure that students with disabilities are not singled out or treated less favourably than other students simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

We will avoid implementing rules that could have an adverse effect on students with disabilities (e.g. by making physical fitness a basis for admission, or asking all students to deliver a presentation, as this could be unfair towards students with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

### **7. Religion and belief**

We will ensure that students are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.

We will ensure that students are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave students will be granted in relation to religious observance.

### **8. Sexual orientation**

We will ensure that all gay, lesbian and bisexual students, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other students, regularly reviewing our school practices to ensure that they are fair.

### **9. Gender reassignment**

We will ensure that students are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. We will regularly check our school practices to ensure that they are fair in this regard. We recognise that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

### **10. Pregnancy and maternity**

We will ensure that students are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding.

### **11. Looked-after children (LAC)**

LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

For further information on LAC students, please see our LAC policy on the school website.

### **12. The curriculum**

We believe that students should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a student may have. We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

### **13. Promoting inclusion**

We will promote inclusion and equality at our school through:

- Ensuring that students are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing body and staff reflect the full diversity of our local community.

#### 14. Students that have left school

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

#### 15. The Public Sector Equality Duty

We will meet our duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding students who have any of the protected characteristics outlined in [section 3](#).
- Equality objectives (at least every four years) outlining how we may further equality in our school.

#### 16. Bullying and discrimination

Our Anti-bullying Policy: Students will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

#### 17. Staff training

New staff will receive relevant training on the provisions of this policy during their induction.

Whole-school staff training for will be delivered [in-house](#) on a [termly](#) basis.

#### 18. Monitoring and review

This policy will be reviewed by the headteacher and governing body [every 4 years](#) and updated where appropriate – any amendments will be duly communicated to staff.

This policy will next be reviewed in [September 2026](#)

Tracked changes	
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