

Student Equality, Equity, Diversity, and Inclusion Policy

OUR SCHOOL PRAYER:

What does the Lord ask of you?

To act justly, to love mercy and to walk humbly with your God.

Micah 6vs.8

Contents

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Protected characteristics
4. Sex
5. Race and ethnicity
6. Disability
7. Religion and belief
8. Sexual orientation
9. Gender reassignment
10. Pregnancy and maternity
11. Looked after children
12. The curriculum
13. Promoting inclusion
14. Students that have left school
15. The Public Sector Equality Duty
16. Bullying and discrimination
17. Staff training
18. Monitoring and review

Statement of intent

In our school, our Christian vision shapes all we do. All members of the school community are committed to upholding the St Michael's Church of England Christian values:

- to show love, care, and kindness to all in our community
- to value what we have and to share with others
- to enable everyone to achieve their full potential

St Michael's Church of England High School 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.

Our school's demographic state is directly linked to our overall aims for achieving equality. Specifically, we aim to:

- ensure that all SEND students are able to access the full curriculum and the full range of activities within the school wherever possible

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 equality policy to ensure it reflects current trends and issues



Co-Chair of Governors

Date: 01/12/2022



Co-Chair of Governors

Date: 01/12/2022



Headteacher

Date: 01/12/2022

Date of approval 30th March 2017

Date of review 1st December 2022

Review date December 2025

1. Legal framework

1.1. This policy has due regard to statutory 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

1.2. This policy has due regard to statutory 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 (2014) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

1.3. This policy is related to the following school policies:

- Accessibility Strategy
- Admissions Policy
- Anti-bullying Policy
- Attendance Policy
- Behaviour Management Policy
- Child Looked After Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Data Protection Policy
- Disability Equality Policy
- Equality Objectives Statement
- Personal, Social, Citizenship, and Economic Education (PSCE) Policy
- Relationships, Sex and Health Education (RSHE) Policy
- SEN Information
- Supporting Students with Medical Conditions Policy
- Uniform Policy

2. Roles and responsibilities

2.1. The governing board 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.
- ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the Headteacher.

2.2. The Headteacher will:

- implement and 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.
- review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents in order to improve procedures
- ensure that appropriate counselling is made available for students who require immediate interventions, parental assistance, and personal counselling.

2.3. Staff will:

- be alert to the possible harassment of students, both inside and outside of the school, and to deal with incidents of harassment/discrimination as a high priority
- carry out their statutory duties relating to equal opportunities, inclusivity and pertaining to their specific roles
- have due regard to the sensitivities of all students, and not provide material that may cause offence
- act as a role model for equality, diversity, and inclusion across the whole school community

3. Protected characteristics

3.1. We will not discriminate against, harass, or victimise a student, or prospective student, because of their:

- sex
- race
- disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

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

3.3. 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

4.1. For the purpose of this policy, sex refers to their biological assignment at birth depending on their reproductive organs. We understand some students may wish to identify with another gender, and we will support students through their transitioning phases.

4.2. 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, regularly reviewing our school practices to ensure that they are fair.

4.3. There may be occasions where we deem it necessary to teach some subjects in single-sex classes, such as relationship, sex, and health education (RSHE), but we will ensure that such classes do not give children an unfair disadvantage when compared to children of the other sex in other classes.

- 4.4. The school will only separate students by sex where there is reasonable justification or if one of the following applies:
- students will suffer a disadvantage connected to their sex
 - one sex has needs that are different from the needs of the other sex
 - participation in an activity by students of one sex is disproportionately low
- 4.5. The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.
- 4.6. Students will be offered an equal opportunity to undertake any activity in the school, e.g., in relation to technology lessons all students will be allowed to choose which skills they learn.
- 4.7. There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but we will ensure that such classes do not give students a disadvantage when compared to students of the other sex in other classes. Occasions where students are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans students will be allowed to attend the single-sex class that corresponds with the gender with which they identify.
- 4.8. Students' age and stage of development will be taken into consideration before separating sports teams.
- 4.9. 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.

5. Race and ethnicity

- 5.1. 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.
- 5.2. We will ensure students with EAL are treated equally and fairly while ensuring they are supported at all times.
- 5.3. We will not separate students on the basis of their race or ethnicity, understanding that claims of 'separate but equal' cannot be sustained and that such actions will always be viewed as direct discrimination.
- 5.4. We may, however, take positive action, e.g., organising open days for students and families of a specific race that is under-represented, to address the particular challenges affecting students of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

6. Disability

- 6.1. 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.
- 6.2. We will avoid implementing rules that could have an adverse effect on students with disabilities (for example, 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.

- 6.3. We will ensure that we do not discriminate against students with disabilities because of something which is a consequence of their disability (for example, by not allowing a student on crutches outside at break time because it would take too long for him/her to get in and out) unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- 6.4. We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of students with disabilities, especially where the child also has a special educational need (SEND), but does not have a SEND statement or education, health, and care (EHC) plan.
- 6.5. We will meet our duty to undertake accessibility planning for students with disabilities, and ensure that any accessibility plan is duly implemented, and reviewed where necessary.
- 6.6. The school adheres to our Disability Equality Policy and Scheme containing further information addressing equal opportunities for students with a disability.
- 6.7. The school adheres to our SEN Information Report containing further information addressing equal opportunities for students with SEND.
- 6.8. We will ensure that any medical conditions related to a student with a protected characteristic is fully supported in line with our Supporting Students with Medical Conditions Policy.

7. Religion and belief

- 7.1. 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.
- 7.2. 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.
- 7.3. Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy.
- 7.4. 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

- 8.1. We will ensure that all gay, lesbian, and bi-sexual students, or the children of gay, lesbian, or bi-sexual parents/carers, 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.
- 8.2. We will ensure that students are taught about the nature of marriage, including same-sex marriage, in accordance with our Relationships and Sex Education and Health Education Policy.
- 8.3. We will ensure that any religious beliefs with regard to sexual orientation are taught to students in an educational context, in a manner that is not prejudicial or discriminatory.
- 8.4. We will support LGBTQ+ students to feel comfortable and ensure they can celebrate their identity.
- 8.5. We will ensure that there is a designated safe space within our school where gay, lesbian, and bi-sexual students can discuss issues of sexual orientation without fear of discrimination.

9. Gender reassignment

- 9.1. 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 parents/carers, 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.
- 9.2. We will make reasonable adjustments to accommodate absence requests for treatment and support of trans students by external sources. Any such absences will be recorded accurately and sensitively by the Attendance Officer to ensure the privacy of the student.
- 9.3. Students have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our Uniform Policy.
- 9.4. Students who face discomfort using a shared changing space will be provided with a safe and non-stigmatising alternative, such as curtains or a separate changing schedule.
- 9.5. We will support trans students to feel comfortable and ensure they can celebrate their identity.
- 9.6. We will ensure that there is a designated safe space within our school where trans students can discuss issues of gender without fear of discrimination.

10. Pregnancy and maternity

- 10.1. We will ensure that students are not singled out or treated less favourably because they become pregnant, or have recently given birth, or because they are breastfeeding.
- 10.2. We will make reasonable adjustments to accommodate absence requests for the treatment and support of students who are pregnant, or just given birth.

11. Children looked after

- 11.1. Children looked after (CLA), and children looked after previously (CLAP), will be given the highest priority for admissions, as per the requirements of our Admissions Policy.
- 11.2. We will ensure that students are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.
- 11.3. A personal education plan will be created, and implemented, for all CLA and CLAP, 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.
- 11.4. We will ensure that any SEND that a CLA or CLAP has, are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.
- 11.5. The school holds a Children Looked After Policy containing further information addressing equal opportunities for CLA and CLAP students.

12. The curriculum

- 12.1. 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.

- 12.2. We will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way as to prevent discrimination and the promotion of prejudicial stereotypes.
- 12.3. To ensure equality, diversity and tolerance is taught and promoted throughout each subject area through the discussion of stereotypes, cultures, and difference in lessons, where applicable.
- 12.4. The observation of inclusive teaching strategies is a key aspect of the school leadership team's annual programme of monitoring.
- 12.5. We will respect the right of parents/carers to withdraw their child from sex education.

13. Promoting inclusion

- 13.1. 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 board and school staff reflect the full diversity of our local community
 - providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged
 - instilling in students an awareness of prejudice, giving them confidence that it can, and must, be eradicated
 - providing a variety of educational and residential visits which expose students to a wide range of cultural experiences
 - ensuring equal access to opportunities, such as extra-curricular activities and the curriculum
 - taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society
 - valuing the cultural experiences and contributions of all students, regardless of any protected characteristic that they may have
 - communicating our policy to parents/carers to gain their understanding, agreement, and support for its provisions
 - discussing equality issues as an agenda item for Student Voice
 - promoting equality of opportunity within the wider society

14. Students that have left school

- 14.1. Our liability not to discriminate, harass or victimise does not end when a student has left the school, but 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

- 15.1. 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 43
 - equality objectives (at least every four years) outlining how we may further equality in our school

- 15.2. There are some protected characteristics where statistical data is less likely to be readily available, and students will not be pressured into providing information related to any characteristic which they may identify with.

16. Bullying and discrimination

- 16.1. Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.
- 16.2. Any incidents of a child protection or safeguarding nature will be reported, recorded, and dealt with in line with the process in our Child Protection and Safeguarding Policy.
- 16.3. It is the responsibility of the Headteacher to decide whether it is appropriate to notify social services, and/or the police, of any incident.
- 16.4. Concerns with regard to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in our Compliments and Complaints Policy.

17. Staff training

- 17.1. New staff will receive relevant training on the provisions of this policy during their HR induction.
- 17.2. Staff will receive the appropriate equalities training on a yearly basis, which will:
- focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion
 - ensure all staff are aware of, and comply with, current equalities legislation and government recommendations
 - ensure all staff are aware of their responsibilities and how they can support students with protected characteristics
 - provide support for teachers to effectively manage any discrimination towards students with protected characteristics
 - provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics
 - develop appropriate strategies for communication between parents, educators and students about any issues related to a protected characteristic
 - ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, PRIDE, and International Women's Day.

18. Policy review

- 18.1. This policy will be reviewed by the Compliance & Quality Manager, Headteacher and the governing board on a three-year basis, updated where appropriate, and duly communicated to staff members.
- 18.2. This policy will next be reviewed in December 2025.