



LOCATION: SCHOOL HANDBOOK, SECTION 2, DOCUMENT 31

Equality, Diversity & Inclusion Policy

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Reviewed By: Lynne Barnes

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This policy covers:

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I. Aims

Our school is committed to creating an environment and ethos which promotes equality of opportunity, fairness, respect, dignity and tolerance for all members of its community.

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010 as set out in the Public Sector Equality Duty April 2011.
- Take active measures to challenge, investigate, report and act on any incidences of discrimination, bias, unconscious bias and microaggressions.
- 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 relevant protected characteristic and persons who do not share it

Abbey Court School is a Gold Rights Respecting School and puts the 54 articles of the UNICEF Children's Charter at the heart of all school policy.

Abbey Court School must do everything possible to ensure that our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to and are treated fairly.

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for their parents, their own and other cultures and the environment.

Article 14 – Every child has the right to think and believe what they want, and to practice their religion.

Article 13 – Every child must be free to say what they think, and to seek and receive all kinds of information as long as it is within the law.

Abbey Court achieved the Equality, Diversity & Inclusion Quality Mark. This recognises that:

- We champion EDI throughout the school and provide an inclusive approach for all pupils.
- We promote multiculturalism by celebrating differences through planning lessons that reflect the diversity of our community.
- Our staff feel safe to have open and transparent conversations about EDI.

In addition, the Abbey Court School's aims and values have an affinity with this policy:

- To know each individual child/pupil as thoroughly as we can, including any circumstances which might affect their mental health and well-being, behaviour and performance at any moment in time.
- To maintain high but realistic expectations for each pupil.
- To enable the development of independence of each pupil.
- To ensure we always see, first and foremost, the child, not the disability and to ensure that education (and not care) remains paramount.
- To ensure that pupils feel safe, secure and comfortable to enable them to focus on learning.
- To give great emphasis to the celebration and communication of pupil achievements, thus enabling a positive impact on parents, the local community and the pupils themselves.
- Do everything we can to ensure that people in the local community see our school and pupils in a positive and informed light.
- To enable our pupils to develop into good citizens and to participate actively in their local communities.
- To ensure that children’s rights are respected.
- To offer opportunities and experiences for pupils to learn in a multitude of different ways and through a rich, varied and individualised curriculum.
- To give pupils an equal voice in, and ownership of, their education so that they are able to express their opinions, choices and preferences.
- To use individuals' interests, skills and experiences to enhance the education of pupils and staff.
- To ensure that leadership is in the hands of as many staff as possible.
- To learn and share information, to the benefit of our pupils through mutually supportive relationships with parents, visiting specialists and outside agencies.
- Through a variety of self-evaluation methodologies, seek to know our school better to inform focussed school improvement, and so that others can know us better.
- To function and be recognised as an authentically exemplary school in its field.
- To have and realise a bespoke vision for each and every pupil and each and every member of staff.

The school recognises and values multilingualism and employs two EAL assistants to support pupils for whom English is not their first language, with curriculum support. They also support families by offering networking events, and promote and celebrate multicultural customs, costumes, music and

foods through assemblies, trips, celebratory events and displays in school, to broaden pupil, staff and parental awareness as well as celebrating individuals.

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance:
[The Equality Act 2010 and schools.](#)

Under the Equality Act 2010, there are protected characteristics which means it is against the law to discriminate against someone because of:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

3. Roles and responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

A Governor Representative will:

- Meet with the headteacher or a designated member of staff for equality annually (More regularly if issues arise) and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality, diversity and inclusion training
- Report back to the full governing body regarding any issues

The Headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils

- Ensure ongoing training is delivered to staff and staff have the opportunity to feedback through staff voice.
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality, diversity and inclusion will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils and address bias, unconscious bias, microaggressions and allyship.
- Meet with a representative of the governing body to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to be responsible for:

- Being vigilant in all areas of the school for any type of harassment or bullying and dealing effectively with any related incidents such as name calling or subtle forms of victimisation.
- Eliminating discrimination and other conduct prohibited by the Equality Act 2010.
- Advancing equality of opportunity between those who share a protected characteristic and those who do not share it.
- Promote equality and good relations and not discriminate on the grounds of race, ethnicity, gender, gender identity, religion, age and sexual orientation.
- Understand and recognise their own prejudgements and have the confidence to overcome unconscious bias.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

- Where relevant, our policies refer to the importance of avoiding discrimination and other prohibited conduct.
- Staff and governors are regularly reminded of their responsibilities under the Equality Act 2010, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
- When selecting for employment, promotion or training, decisions will be based on the individual's capability and suitability for the role and will not be determined by a protected characteristic.
- All staff receive updates termly as needed through School Development Plan (SDP) briefings
- All staff are aware that any breach of Policy will result in further action being taken, in accordance with school policy and procedures as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to racist bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling pupils of specific faiths to observe their own practices when pertinent)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school events)

- Liaise and support local community services to review facilities/events in order for them to make adjustments that will allow our pupils and their families, to engage more readily in a wider range of community activities/events.

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of challenging behaviour)

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum and spiritual, moral, social and cultural (SMSC) aspects of learning. This includes teaching in RE, citizenship and personal, social, and health education (PSHE), but also activities in other curriculum areas. For example, as part of teaching and learning about diversity in English/reading, pupils will be introduced to literature from a range of cultures and ethnic minorities
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take the lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions should they exist between different groups of pupils within the school. For example, our pupil voice group has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

7. Monitoring

- The school has a designated member of staff for monitoring equality issues who reports to the Governing body. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.
- The governing body will update the equality information we publish annually.
- This document will be reviewed every 2 years.

8. Equality Considerations in Decision Making

The school has due regard to equality considerations when decisions are made in regard to trips or events to ensure:

- Accessibility for all

- Religious holidays are not impacted
- Appropriate facilities are available for all

9. Equality Objectives

The School Development Plan (SDP) will incorporate an overview of outcomes for vulnerable groups which supports the school in:

- evaluating the outcomes of groups of pupils who are nationally and/or school identified as vulnerable to underachievement and discrimination;
- identifying, through this analysis, areas for improvement in provision for those vulnerable groups;
- establishing a baseline of information from which to assess the impact, over time, of action taken to improve outcomes and provision for vulnerable groups;
- collating evaluative data summaries to inform self-evaluation in relation to vulnerable groups.

The factors to be analysed and the range of vulnerable groups monitored will include SEND cohorts (e.g. SLD/PMLD, Sensory impaired), Gender, looked after children, ethnic minorities and pupils on free school meals.

School will consider the outcomes for minority ethnic groups as a whole and for individual ethnicity taking into consideration themes from National and Local Authority data.

Related documents:

Curriculum Handbook:

Policy 6 English; Policy 9 PSHE; Policy 9 Behaviour and Anti Bullying Policy; Policy 10 Religious Education; Policy 12 Foreign Language; Policy 15 Computing; Policy 30 Spiritual, Moral, Social and Cultural Development; Policy 32 Citizenship

School Handbook:

Section 1 - Policy 10 Partnership with Parents; Policy 19 SEND Policy

Section 2 - Policy 9 Recruitment and Selection Policy; Policy 23 - E-Safety

Section 3 - Policy 1 Health & Safety; Policy 2 Healthcare; Policy 3 Safeguarding Policy; Policy 4 Dysphagia

54 articles of the UNICEF Children's Charter