

# Equality, Diversity and Inclusion Policy

Date written/last reviewed:	Spring 2024
Legal Requirement:	Y
Date adopted by Board of Trustees:	Spring 2024
Date of next review:	Spring 2025
Add to website:	Y

## 1. **Aims and objectives of this policy:**

At Waldegrave School the aim is that 'everyone enjoys learning, feels valued and experiences success' so we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and people who do not share it. The protected characteristics, as defined in the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

At Waldegrave School, we are committed to promoting equality of opportunity and tackling discrimination in all its forms (See appendix 2). We maintain a vigilant, proactive stance both in responding to concerns and promoting the behaviours and outlook which would prevent discrimination in the first place. We recognise and celebrate that our school is made of a broad variety of people, from a wide range of backgrounds, lifestyles, cultures and religions (see appendix 1). It is a diversity that enriches our lives and the educational process.

This policy and all associated policies are based on the principle of fostering good relationships within our school community. Please refer to the following:

- Action Against Bullying Policy
- Waldegrave Charter
- Responding to concerns - Complaints Policy
- Health and Safety Policy
- Behaviour and Rewards for Learning Policy
- Privacy Policy
- Home School Agreement
- Safe and Fair Recruitment Policy
- Safeguarding and Child Protection Policy
- Whistle Blowing Policy
- Pay Policy
- The Waldegrave Trust Grievance Procedure
- Equality and Diversity Accessibility Plan
- Staff Code of Conduct
- Uniform Policy
- Supporting Transgender and Transitioning Students Policy
- Assessment, Recording & Monitoring Policy
- Public Assessment Policy
- SEND Policy
- 16-19 Bursary Fund Policy
- Teaching & Learning Policy
- Careers Education Policy

## **2. Legal Duties**

### **a. Public Sector Equality Duty (PSED)**

**The Equality Act of 2010** introduced a single Public Sector Equality Duty (PSED), sometimes referred to as the general duty. Compliance with the Equality Act 2010 is the responsibility of **all members of staff**.

In accordance with this duty the School will have due regard to the need to:

- eliminate discrimination, harassment and victimisation by removing or minimising disadvantages suffered by people due to their protected characteristic.
- advance equality of opportunity between people who share a protected characteristic and those who do not by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- foster good relations across all protected characteristics, between people who share a protected characteristic and people who do not share it and encourage people from protected groups to participate in activities where their participation is disproportionately low.

The duty to have due regard means that thought will be given to the equality implication whenever significant decisions are being made or policies developed.

### **b. Specific Duties**

Secondary legislation to support public authorities in meeting their obligations under PSED came into force in 2011. (**The Equality Act 2010 (Specific Duties) Regulations 2011**)

In accordance with this legislation the School will:

- Set equality objectives every four years
- Review progress against these objectives and the Equality Policy annually
- publish equality information annually to show how it complies with PSED. (The School will not publish any information which identifies a pupil or employee.)

## **3. Roles and responsibilities**

### **3.1 Governors are responsible for:**

- Ensuring that the school complies with the relevant equality legislation
- Setting equality objectives every four years and publishing equality information annually
- Considering equality implications before and at the time that they develop policy and take decisions
- Ensuring that the school follows the Equality Policy and its procedures
- Ensuring there is a named governor with responsibility for equalities
- Ensuring that the policy is reviewed annually.

### **3.2 The Headteacher with the support of the Senior Leadership team is responsible for:**

- Ensuring that Waldegrave School complies with equality legislation when developing school policies and practice.
- Delegating certain responsibilities to other school leaders as appropriate.
- Creating an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance, thereby fostering good relations.
- Ensuring all policies, practices and procedures, associated with equality and diversity are implemented.

- Making effective and reasonable adjustments where appropriate to meet the individual needs of staff, students and other members of the Waldegrave School community.
- Ensuring that all staff are aware of and follow this policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities.

### **3.3 Staff are responsible for:**

- Complying with the Public Sector Equality Duty
- Treating colleagues, students and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation.
- Supporting and participating in any measures introduced to promote equality and diversity.
- Actively challenging discrimination and disadvantage.
- Reporting any issues associated with equality and diversity in accordance with this policy.

### **3.4 All students, parents and carers are expected to:**

- Value and treat respectfully all members of our school community.

## **4. Further ways in which Waldegrave meets statutory requirements:**

### **4.1 Admissions policy**

Our admissions criteria are defined under the admissions policy and are applied consistently to every student, irrespective of any protected characteristic. On admission to school, every effort is made to collect data regarding students' ethnic group, religion and home language.

### **4.2 Curriculum**

The curriculum is crucial to tackling inequalities for pupils with protected characteristics including stereotyping, preventing bullying and raising attainment. The principles of equality and diversity are embedded in our academic and social curriculum. We continue to develop resources to challenge stereotypical images and to model positive images and show a balanced view of the diverse and multicultural society of the school and wider community. The curriculum is designed to support all students including SEND and is reviewed regularly.

Student outcomes will be analysed by key groups. This will be used to evaluate the quality of education experienced by different students across the school community and inform improvement priorities and our equality objectives.

Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any student in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.

### **4.3 Behaviour**

All incidents of discriminatory treatment, bullying, racism, harassment and harm [including sexual harm] must be reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). All bullying related incidents (confirmed or otherwise), will be addressed in accordance with our Anti-Bullying Policy. Students will be informed as to how to report incidents and what will happen next. We will record incidents of bullying, harassment, racism and other harmful actions and report these as required to the LBR/AFC.

Reasonable adjustments to the Behaviour Policy will be made for any student with a protected characteristic where this is relevant to behaviour. Examples of appropriate reasonable adjustments may include modifying sanctions for a SEND student for behaviours linked to their identified support needs.

In line with statutory guidance, the decision to suspend or exclude permanently is a last resort. Our exclusion criteria are defined within the behaviour policy and are applied fairly to every student. Where reasonable adjustments have been made for a student the school may still make the decision to permanently exclude or suspend to ensure that other students and teaching staff can work in safety and are respected.

Student behaviour data will be analysed by key groups. This will be used to identify additional support needed for key groups of students which will inform our improvement priorities and our equality objectives.

#### **4.4 Recruitment and promotion**

We recognise the value of a diverse and inclusive workforce and will work at all times within the requirements of anti-discrimination legislation and will promote equality positively in all decisions related to staffing. All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Where appropriate, Waldegrave School will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate. We remove candidates' name, age and other identifying factors to reduce the risk of bias.

Staff will be given opportunities for career development through Continuing Professional Development (CPD) and encouragement to seek opportunities for career progression, including promotion. Promotion and advancement will be on merit.

### **5. Waldegrave School Equality Objectives**

In the following table we have stated how we will meet each requirement of the PSED and then we have identified the specific objectives set for the school and how they will be achieved, reviewed and updated annually.

<b>PSED</b>	<b>Waldegrave School PSED Statement</b>	<b>Waldegrave School Equality Objective</b>
<b>Eliminate discrimination and other prohibited conduct</b>	1. The School will fulfil this requirement by ensuring that all our policies and procedures take account of people with protected characteristics in the Equality Act 2010. In Governors meetings and Leadership Team meetings we actively check to ensure we are fulfilling these requirements.	1a) To review all school policies in the four year period and ensure that they rigorously comply with our equality, diversity and inclusion charter and expectations with reference to the Equality Act 2010. In this process we will ensure that changes are embedded, staff, parents and students receive information, training and opportunities to contribute to the process.  1b) To ensure that all staff are aware of the Equality, Diversity and Inclusion Policy and that annual training enables the school to achieve its objectives.

	<p>2. The school will collect and analyse data relevant to the protected characteristics.</p>	<p>2.To ensure robust analysis provides accurate and reliable data for decision making and action on inequalities identified.</p>
<p><b>Advance equality of opportunity between people who share a protected characteristic and those who don't</b></p>	<p>1. The school will fulfil this requirement by ensuring that every teacher is aware of who their SEND and EAL students are, know their specific needs and how to support them so that they are able to access the full curriculum and achieve.</p> <p>2. The school will ensure that pupils with places in the Specialist Resource Provision (SRP) and those with disabilities are fully integrated into the school community.</p> <p>3. The school actively seeks opportunities to develop all staff particularly those with protected characteristics.</p>	<p>1a. To deliver annual training to develop Quality First Teaching that supports SEND and EAL students.</p> <p>1b. Actively promote SEND, EAL and other underrepresented students to take up extra curricular opportunities and where appropriate promote engagement for all.</p> <p>2. To continue to develop the access to the site at key points including the entrance to the school reception for pupils, parents/carers, staff and visitors to complete the planned works in response to identified needs from stakeholders.</p> <p>3. Engage with programmes targeting key groups for training in staff development, leadership and management so that staff underrepresented in middle and senior leadership are fully supported to grow their role in school.</p>
<p><b>Foster good relations between people who share a protected characteristic and those who don't</b></p>	<p>The school works in partnership with staff and students through the Diversity Working Parties, so that the curriculum reflects the demographic of the school and its community.</p>	<p>1a. To celebrate diversity in our school through the recognition of religious festivals and national observance days.</p> <p>1b. Waldegrave will provide a multi faith prayer room.</p> <p>2. To embed new schemes of work that have been developed to ensure an ambitious and inclusive curriculum for all.</p> <p>3. To develop more effective mapping and sequencing of the PSHE, SMSC and pastoral curriculum so that students understand issues of equality, diversity and inclusion and are able to respect and value each other as well as having the skills and understanding to be positive, active citizens.</p>

## **6. Reporting Concerns**

If a student believes that they have been discriminated against, harassed or victimised, they are able to report their concern to any member of staff in school. Students may also use the confidential reporting email address [listen@waldegravesch.org](mailto:listen@waldegravesch.org).

If a parent or carer believes that their child or they have been discriminated against, harassed or victimised, they are asked to follow our Responding to Concerns - Complaints Policy. Parents can access the complaints policy online or contact the school for guidance.

If a member of staff believes they have been discriminated against, harassed or victimised, they are asked to follow our Grievance Procedure.

## Appendix 1 - School Demographics 2023-24

			Gender		PP		SEN				PP & SEN					EAL		Prior Attainment KS2				Prior Attainment CATS			
	Cohort	LS	F	M	PP		E	K	SEN		Both	PP	SEN	Either		EAL		H	M	L	NA	H	M	L	NA
Y7	220	3	220		17	7.7%	7	24	31	14.1%	6	11	25	42	19.1%	66	30.0%	104	81	18	17	0	0	0	220
Y8	219	0	219		31	14.2%	7	20	27	12.3%	7	24	20	51	23.3%	47	21.5%	71	115	19	14	0	0	0	219
Y9	221	4	221		21	9.5%	12	21	33	14.9%	4	17	29	50	22.6%	43	19.5%	27	31	5	158	64	93	17	47
Y10	217	2	217		20	9.2%	8	34	42	19.4%	9	11	33	53	24.4%	40	18.4%	15	13	0	189	70	108	15	24
Y11	214	1	214		19	8.9%	5	33	38	17.8%	9	10	29	48	22.4%	55	25.7%	70	110	16	18	0	0	0	214
Y12	194	0	148	46	12	6.2%	5	21	26	13.4%	1	11	25	37	19.1%	24	12.4%								
Y13	186	0	136	50	8	4.3%	4	13	17	9.1%	0	8	17	25	13.4%	33	17.7%								
TOTAL Y7 - 11	1091		1091		108	9.9%	39	132	171	15.7%	35	73	136	244	22.4%	251	23.0%	287	350	58	396	134	201	32	724
TOTAL Y12 - 13	380		284	96	20	5.3%	9	34	43	11.3%	1	19	42	62	16.3%	57	15.0%								

		Ethnicity								Enrolment						
	Cohort	W	M	A	B	C	O	R	N	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Y7	220	137	31	23	2	20	3	1	0	220						
Y8	219	148	30	22	2	11	6	0	0	216	3					
Y9	221	155	25	25	1	8	6	1	0	208	9	4				
Y10	217	152	25	20	4	6	5	5	0	190	6	10	11			
Y11	214	166	14	16	3	6	5	3	1	189	8	11	5	1		
Y12	194	93	14	10	2	2	4	1	0	117	1	3	4	1	68	
Y13	186	125	25	24	5	1	4	0	0	104	1	4	1	4	71	0
TOTAL Y7 - 11	1091	758	125	106	12	51	25	10	1	1023	26	25	16	1	0	0
TOTAL Y12 - 13	380	218	39	34	7	3	8	1	0	221	2	7	5	5	139	0

### Notes

Data is based on records on the School MIS on Thursday 5 October.

The column next to cohort(LS) represents the number of students in the Learning Space.

Year 9 & 10 did not all complete KS2 SATs due to school closures during the covid pandemic.

For those students prior attainment bands are based on standardised testing completed in school at the beginning of year 7.

There are 21 possible declarations for ethnic codes that are on school records. These are self-declarations by parents.

These have been grouped together for this purpose, based on the first letter of the code.

WBRI White - British

WIRI White - Irish

WIRT Traveller of Irish heritage

WOTH Any other white background

WROM Gypsy / Roma

WROM Gypsy/Roma

MWBC White and Black Caribbean

MWBA White and Black African

MWAS White and Asian

MOTH Any other mixed background

AIND Indian

APKN Pakistani

ABAN Bangladeshi

AOTH Any other Asian background

BCRB Black Caribbean

BAFR Black - African

BOTH Any other Black background

CHNE Chinese

OOH Any other ethnic group

REFU Refused

NOBT Information not yet obtained

## Appendix 2 - Types of unlawful discrimination

**Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

**Discrimination by association** is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

**Perception discrimination** is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

**Indirect Discrimination** occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.

**Discrimination arising from disability** occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.

**Harassment** occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.

**Third-party harassment** occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of Waldegrave School and the harassment relates to a protected characteristic.

**Victimisation** occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.