

Inspire Education Community Trust



Inspire Education Community Trust
Learning together and inspiring success

Pupil Equality, Equity, Diversity and Inclusion Policy

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Statement of intent

Inspire Education Community Trust 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 overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' 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 pupils 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 schools policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance and Absence Policy
- Relationships and Health Education Policy
- Schools Uniform Policy
- Admissions Policy
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The Trust board will:

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

The head of schools will:

- Implement and champion this policy, ensuring that all staff and pupils 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 pupils who require immediate interventions, parental assistance and personal counselling.

Staff will:

- Be alert to the possible harassment of pupils, 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.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole schools community.

3. Protected characteristics

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, 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.

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

Staff will not discriminate against a pupil, or prospective pupil, 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 pupil's biological assignment at birth depending on their reproductive organs. The schools understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases.

Staff 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.

The schools will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils 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 pupils of one sex is disproportionately low

The schools 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.

Pupils will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the schools will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils 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.

Lessons regarding puberty in upper KS2 are taught in single sex groups; this is to promote greater participation by both girls and boys during the lessons.

Pupils in KS2 (Years 3 – 6) will get changed for PE in gender groups in separate classrooms line with our PE policy.

5. Race and ethnicity

Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the schools will regularly review its practices to ensure that they are fair.

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

The schools will never segregate pupils on the basis of their race or ethnicity.

The schools may, however, take positive action, e.g. organising parent workshops with a translator of a specific language for pupils and families of a specific race to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

6. Disability

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

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

Staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The schools will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

The schools will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The schools will adhere to their Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

7. Religion and belief

Staff will ensure that pupils are not singled out or treated less favourably because of their religion or belief.

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

8. Sexual orientation

Staff will ensure that gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

The schools will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English law – teachers will not offer personal opinions when discussing marriage in relationships and health education lessons. The schools will educate pupils on positive relationships and different families. Relationships and health education lessons will be taught in accordance with the school's policy.

Staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

9. Gender reassignment

Staff will ensure that pupils 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. The schools recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

10. 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.

Staff 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.

Staff 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 EHC plan.

The schools will adhere to its LAC Policy containing further information addressing equal opportunities for LAC.

11.The curriculum

The schools 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.

12.Promoting inclusion

The schools will promote inclusion and equality at our schools through:

- Ensuring that pupils 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 staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular 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 pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.
- Each school's uniform policy is consistent with this policy. The same uniform policy applies equally to all students, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, all

schools will consider reasonable requests to alter the uniform, for example for genuine religious requirements and in making reasonable adjustments for disabled children to avoid substantial disadvantage.

13. Pupils that have left school

The school's responsibility to not discriminate, harass or victimise will not end when a pupil has left 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.

14. The Public Sector Equality Duty

The schools will meet their duty to publish:

- Annual information to demonstrate how the schools are complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in the [Protected characteristics section](#) of this policy.
- Equality objectives (at least every four years) outlining how the schools may further equality.

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

15. Bullying and discrimination

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

Any bullying 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.

The headteacher will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.

16. Staff training

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

Whole-schools staff training for will be delivered **in-house** on a **regular** basis.

Staff will receive the appropriate equalities training that 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 pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils 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 pupils about any issues related to a protected characteristic.
- Ensure that the schools is aware of, and participates in, relevant awareness days.

17. Monitoring and review

This policy will be reviewed by the CEO annually and updated where appropriate – any amendments will be duly communicated to staff.