

# THE STOKE POGES SCHOOL

## Equality, Diversity and Inclusion Policy

Date Approved	September 2023
Recommended Review Period	Biennial
Date for Review	September 2025
Person Responsible for the Policy	Headteacher
Nominated Equality Governor	Mrs Carole Powell

### 1. Introduction

At The Stoke Poges School we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1.

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at The Stoke Poges school we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- Accessibility
- Behaviour
- Anti-bullying
- Uniform
- Relationships and Sex Education
- Special Educational Needs and Disability (SEND) and Inclusion
- Home-school agreements

### 2. Our school vision and values

#### Our Vision

To provide a rich and inclusive learning environment where children can become confident independent learners with a passion to succeed.

*This is underpinned by our **values** which feeds into our **core purpose and principles**.*

## Our Values

At The Stoke Poges School every individual is valued for who they are and what they contribute to the school. Our Values Education Programme is intended to support the personal, social and spiritual development of every child throughout the school. The whole staff team and all pupils are involved in promoting the values. The values developed through the Values Education Programme have been elected by staff, governors and the school community as values which are important within the school community and which will be important throughout life.

### 3. Our school profile – September 2023

Gender	%	Special Educational or Medical Needs and Disability	%
Male	50	Pupils with SEN Support or EHCP	8%
Female	50		
Other / Not stated	0		
Medical needs	16		
Disability	6		

Ethnicity & Race	%		%
White British	31	Indian	24
White Irish	0	Pakistani	26
Traveller of Irish Heritage	0	Bangladeshi	0
Any other White Background	1	Any other Asian Background	7
Gypsy / Roma	0	Black Caribbean	0
White and Black Caribbean	2	Black African	0
White and Black African	1	Chinese	0
White and Asian	2	Any other Ethnic Group	1
Any other Mixed Background	3	Refused	1

Religion & Belief	%		%
Christian	21	Other	2
Muslim	32	No Religion	15
Sikh	21	Not stated	2
Jewish	0		
Hindu	6		

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional Language				
	Boys	Girls	Total	% of school population
English as an additional language	93	84	177	41%
Pupils from low-income backgrounds				
No. of pupils eligible for Pupil Premium	46			11%

### 4. Fulfilling our public sector equality duty

How we eliminate discrimination, harassment and victimisation:

The Stoke Poges School does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is shared with the governing board and analysed so that any trends can be identified, and action plans put in place.
- The Anti-Harassment and Anti-Bullying at Work Policy and Staff Code of Conduct outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff.
- The Complaints Policy outlines the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

### **How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it:**

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
  - Progress and attainment
  - Admissions
  - Attendance
  - Suspensions and exclusionsand within our staff population in terms of:
  - Recruitment, retention, training and promotion
  - Capability, disciplinary and complaints
- We employ appropriate interventions where necessary in order to address disparities. Please see our Equalities Objectives and Action Plan for further details.
- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work is scaffolded appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school.

### **How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it:**

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carers helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.

- We take steps to ensure diversity in our student council, governing board and staff team.
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

## 5. Responsibilities

The **governing board** is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- A member of the governing board has a watching brief regarding the implementation of this policy
- The school and governors carry out equalities impact assessments on all other policies
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary

The **headteacher and senior leadership team** are responsible for:

- Overseeing the implementation of the Equality Policy
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy
- Ensuring that staff are aware of their responsibilities and are given relevant training and support
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school

All **staff** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding and complying with the Equality, Diversity and Inclusion Policy
- Contributing to the action plan attached to the policy
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion
- Dealing with prejudice-related incidents, following the specific procedure
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation
- Challenging bias and stereotyping
- Promoting an inclusive and collaborative ethos

All **parents/carers** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Ensuring that they and the young people that they are responsible for meet the expectations set out in the home-school agreement

All **visitors** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- Complying with the school's Equality, Diversity and Inclusion Policy

All **pupils** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- Reporting prejudice-related incidents
- Understanding, valuing and celebrating diversity
- Challenging stereotypes and prejudices

## **6. Equality Objectives and Action Plan**

In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff.

Using this information, the school analyses the following in terms of protected characteristics:

- Pupils admissions
- Pupil attendance
- Pupil performance/achievement
- Pupil sanctions
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also consults with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

The school identifies any equality training needs. These needs will be addressed, and this may also inform our Equality Objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

***Our current Equality Objectives and Action Plan are attached as Appendix 2***

## **7. Equality Impact Assessments**

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

## **8. Breaches of this policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing board.

<b>Headteacher</b>		<b>Date</b>	
<b>Chair of Governing Board</b>		<b>Date</b>	

## Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> <li>• they have a particular protected characteristic</li> <li>• someone thinks they have that protected characteristic (discrimination by perception)</li> <li>• they are connected to someone with that protected characteristic (discrimination by association)</li> </ul> <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information <a href="#">here</a> .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> <li>• changing provisions, criteria or practices</li> <li>• changing or removing a physical feature or providing a reasonable alternative way to avoid that feature</li> <li>• providing auxiliary aids</li> </ul>
Religion or belief	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity

Victimisation	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"><li>• making a claim or complaint of discrimination</li><li>• helping someone else to make a claim by giving evidence or information</li></ul> <p>Or because they intend to do so.</p>
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## **Appendix 2**

### **Our Equality Objectives and Action Plan (2023-27)**

The Stoke Poges School is committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must, under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the needs to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

Our equality objectives are:

1. To celebrate and reflect the diversity of our school community through the curriculum we offer, providing positive role models our pupils can identify with.
2. Ensure all groups of pupils, parents and carers access opportunities to contribute positively to the wider life of the school, ensuring equity and fairness in access and engagement.
3. Empower children to understand their rights and encourage them to use their voice.
4. Monitor and evaluate the policy, recognising that the strength of this policy depends upon ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.

	<b>Issue</b>	<b>Which groups with protected characteristics will this benefit</b>	<b>Action</b>	<b>Owner</b>	<b>Success Criteria</b>	<b>Goals achieved / updates</b>
1.	To celebrate and reflect the diversity of our school community through the curriculum we offer, providing	Disability Gender Religion or belief Race Sexual orientation	<ul style="list-style-type: none"> <li>• To ensure the school's curriculum promotes development of the school values.</li> </ul>	SLT	<ul style="list-style-type: none"> <li>• The curriculum provides opportunities for pupils to understand, accept and celebrate differences and</li> </ul>	



	<b>Issue</b>	<b>Which groups with protected characteristics will this benefit</b>	<b>Action</b>	<b>Owner</b>	<b>Success Criteria</b>	<b>Goals achieved / updates</b>
	positive role models our pupils can identify with.	Gender reassignment	<ul style="list-style-type: none"> <li>To review how British values are promoted throughout the school and ensure they are taught through the curriculum.</li> <li>Review the English curriculum to ensure it includes a diverse diet of authors and good quality texts.</li> <li>To implement the reviewed PSHE and wellbeing curriculum.</li> <li>To monitor the impact of the reviewed PSHE curriculum through book looks and pupil voice.</li> <li>To monitor the frequency and quality of RE teaching.</li> </ul>		<p>diversity.</p> <ul style="list-style-type: none"> <li>Throughout their time at The Stoke Poges School, pupils are exposed to a diverse range of positive role models they can identify with.</li> <li>Pupils have high aspirations as they are familiar with positive role models and aware of a wide range of options available to them as they progress to the next stage in their education.</li> <li>British values are promoted throughout the school's curriculum.</li> </ul>	
2.	Ensure all groups of pupils, parents and carers access opportunities to contribute positively to the wider life of the school, ensuring equity and fairness in access and engagement.	Disability Gender Religion or belief Race Sexual orientation Gender reassignment	<ul style="list-style-type: none"> <li>Termly parent/community events that appeal to our diverse community e.g. workshops, information sessions, school events.</li> <li>Track attendance at parent events and address non-attendance.</li> <li>Termly analysis of parent attendance at events and planning for targeted under-represented groups e.g. through personal invitations.</li> <li>Review election processes for pupils groups e.g. school</li> </ul>	Staff  Staff  Staff  SLT	<ul style="list-style-type: none"> <li>The diversity of our school community is reflected in the groups representing the school e.g. governors, PTA, school council.</li> <li>All parents and pupils access opportunities to engage with the school community, regardless of background, race, gender or disability.</li> </ul>	

	Issue	Which groups with protected characteristics will this benefit	Action	Owner	Success Criteria	Goals achieved / updates
			<p>council and playground pals, ensuring all groups of pupils have equitable opportunities to contribute and that groups are representative of our diverse school community.</p> <ul style="list-style-type: none"> <li>• Monitor pupils' access to extra curricular opportunities, including sports clubs and events, seeking to address any inequalities in pupils' access to these.</li> <li>• Governing Board to continue to seek out recruitment of new governors, identifying opportunities to reach a more diverse range of candidates and seeking to increase the diversity in the governing board so that it is representative in the school community.</li> <li>• Develop the cultural experiences to be implemented alongside the new curriculum model.</li> </ul>	<p>PE Lead</p> <p>Governors</p> <p>SLT</p>		
3.	Empower children to understand their rights and encourage them to use their voice.	Disability Gender Religion or belief Race	<ul style="list-style-type: none"> <li>• Introduce debate.</li> <li>• Guest speakers at assemblies.</li> <li>• Curriculum opportunities.</li> </ul>	Staff	<ul style="list-style-type: none"> <li>• Children are confident speakers.</li> <li>• Children know their rights and speak up.</li> </ul>	
4.	Monitor and evaluate the policy, recognising that the strength of this policy depends upon	Disability Gender Religion or belief Race	<ul style="list-style-type: none"> <li>• Report to governors.</li> <li>• Consult with staff and governors on how the policy is</li> </ul>	HT/SLT	<ul style="list-style-type: none"> <li>• Equality and cohesion policy is actively utilised and developed to ensure</li> </ul>	

	<b>Issue</b>	<b>Which groups with protected characteristics will this benefit</b>	<b>Action</b>	<b>Owner</b>	<b>Success Criteria</b>	<b>Goals achieved / updates</b>
	ensuring that everyone is actively implementing it so that gaps and the need for further development will arise from effective evaluation.	Sexual orientation Gender reassignment	<p>working and how it could be improved.</p> <ul style="list-style-type: none"> <li>• Monitor and review practice.</li> <li>• Report on inclusion via website etc.</li> </ul>		it effectively promotes equality and cohesion.	