



IMBERHORNE SCHOOL

Policy Document



The Cornerstones of our
Learning Community

Headteacher: Mr Martin Brown

Policy Name: **Diversity and Inclusion including
equality objectives**

Date: **June 2022**

Imberhorne School values and respects every member of the school community equally, embracing the principles of equal opportunities in all aspects of school life. We aim to uphold the basic right of every student, all members of staff and all visitors to be treated with respect and dignity, without prejudice. We believe it is unacceptable to discriminate against an individual or any group and always oppose such discrimination. We believe that the education and learning at Imberhorne should ensure that all students and staff have choices and opportunities made available, enabling them to achieve their full potential and promote social inclusion irrespective of heritage, race, religion, gender, sexual orientation, age, disability or any category that could be subject to discrimination.

Equality duty

To advance equality of opportunity the school will:

1. Remove or minimise disadvantages
2. Take steps to meet different needs
3. Encourage participation when it is disproportionately low

Aims for equal opportunities

We aim to:

- Actively support diversity and inclusion and equality of opportunity
- Promote positive relations between members of different groups and communities
- Challenge all forms of discrimination aiming to eliminate unlawful discrimination
- Encourage all students to develop to their full potential in all aspects of school life
- Promote self-esteem, self-confidence and respect for the rights and values of all individuals
- Equip all students for experiences in adult life by encouraging them to challenge prejudiced attitudes encountered in school and society
- Challenge the process of stereotyping which can restrict the development of an individual's abilities, attitudes and aspirations

Whole school objectives

- Have clear strategies in place for dealing with any type of abuse of students or staff and unfair discrimination by students or staff. These are reported to governors each term
- Take positive action to challenge negative attitudes and unfair discrimination amongst students and staff
- Ensure school resources are available to all students and staff, and that use of them is encouraged throughout the school
- Promote the Diversity and Inclusion Policy throughout the school community
- Ensure everyone's unique contribution to school life is valued

Curriculum objectives

- Develop suitable teaching strategies and recording systems designed to meet the learning needs of all students
- Ensure schemes of work are examined regularly to reflect the school's Equal Opportunities Policy
- Promote the use of teaching and learning resources which do not condone or by omission

support traditional bias

- Promote an accessible curriculum for all students
- When developing links with organisations and companies, take note of their approach to Equal Opportunities and make them aware of our Equal Opportunities Policy

Objectives into practice

Discrimination

- Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination
- Indirect discrimination occurs when a “provision, criterion or practice” is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic

Gender re-assignment

It is unlawful for schools to treat students less favourably because of their gender reassignment. The school factors in gender reassignment when considering its obligations under the Equality Duty. See Appendix A – working with Trans Young People

Race

The school ensures that students of all races are not singled out for different and less favourable treatment from that given to other students. The school monitors practices to ensure there is no unfair or less favourable treatment of such students

Religion or belief

The school ensures there is no discrimination because of religion or belief, in other words treating a person less favourably than another person is or would be treated, because of their religion or belief, or the religion or belief they are perceived to have. This also includes their lack of religion or belief, or the religion or belief, or lack of it, of someone else with whom they are associated

Sexual orientation

The school makes sure that all gay, lesbian or bisexual students, or the children of gay, lesbian or bisexual parents, are not singled out for different and less favourable treatment from that given to other students. We monitor practices to ensure that nothing which could result in unfair, less favourable treatment of such students takes place

Disability

The school does not treat a disabled student less favourably simply because that student is disabled. Equally, it does not do anything which applies to all students but which is more likely to have an adverse effect on disabled students only. In addition to this the school does not discriminate against a disabled student because of something that is a consequence of their disability – for example by not allowing a disabled student on crutches outside at break time because it would take too long for he or she to get out and back

Language

- Avoid and challenge the use of abusive or negative language in oral and written communications
- Avoid and challenge language which degrades any individual or group of people
- Promote language which promotes self-esteem, self-confidence and respect for the rights and values of individuals and groups
- Record incidents of any hate crime. These incidents, and how we deal with them are reported to the Governors and West Sussex County Council each term

Staffing

Ensure strict professional criteria are the basis of all staff appointments enabling the best candidate for the post to be appointed.

- Repeat staff training to heighten awareness of the Diversity and Inclusion issues
- Ensure staff are aware of the following first points of contact on Diversity and Inclusion issues;
 - a) The School HR Manager for support
 - b) The Staff Development Co-ordinator for all training and INSET matters
 - c) The Headteacher

Access to Opportunity

Follow the Local Education Authority/Governing Body Admission Policy which does not permit unlawful discrimination

Admissions Procedure

- All students enjoy equal access to all areas of the curriculum.
- Where the school needs support to fully support a student or member of staff's needs or requirements, expert advice and support will be sought from external agencies

Environment

- Ensure classrooms and the school environment reflects the diversity of the society in which we live
- Classrooms and corridors should feel safe and be stimulating, meeting the needs of all learners. Examples of this might be:
 - Appropriate access to all curriculum areas in the school for disabled students
 - Appropriately differentiated displays and resources that support students' learning
 - Appropriate use of technology that enables students to access and fully respond to the curriculum
 - Teaching and social space used sympathetically and creatively to best support learning and facilitates good working relations between all students
 - Supportive and nurturing spaces should be available for vulnerable students, during the school day including break and lunchtimes

Monitoring

- Monitor choices made by students concerning courses and involvement in school activities
- Monitor achievements such as rewards and praise emails in relation to the Diversity and Inclusion Policy
- Review and evaluate the implementation of the Diversity and Inclusion Policy
- Use hate crime incidents sheets issued by WSCC and report to Governors
- Monitor exclusion data
- Monitor progress in relation to the Diversity and Inclusion Policy
- Monitor staff turnover in relation to the Diversity and Inclusion Policy

The school's equality objectives are as follows:

- To improve progress in boys, particularly in English and languages
- To improve engagement with traveller students and their families
- To provide appropriate support for EAL students

Current Legislation

We aim to work in line with the current legislative policies.
These are at present:

- Human Rights Act 1998
- The Sex Discrimination Act 1975
- The Disability Discrimination Act 2005.
- The Race Relation Amendment Act 2010
- Special Educational Needs and Disability Act 2014
- The Equality Act 2010
- Hate Crimes act 2000

Appendix A

Good practice statement in working with trans young people in our school

- 1) We will take our lead from young people and involve them in making decisions that will affect them
- 2) We will involve family members, with the agreement of the trans student, in making decisions about their child
- 3) We will take confidentiality seriously and not 'out' a trans young person without their permission including to parents/carers
- 4) We will respect and use the student's new name, pronouns and title (and apologise for any mistakes made)
- 5) We will update our records and systems with name and gender changes. The student's Head of Year will be responsible for this and communicating changes made with colleagues
- 6) We will provide access to a range of appropriate toilets and changing facilities recognising that trans people are entitled to use facilities of their self-identified gender
- 7) We will support all students to wear uniform and PE kit in line with their gender identity
- 8) Students will be consulted over how they wish to participate in PE and which gender lessons they would like to participate in, alternative changing arrangements will also be made
- 9) We will only divide students and students by gender when there is an educational reason for doing so
- 10) We will enable full access to enrichment activities for trans students. Residential trips are accessible to all students and reasonable adjustments are made when necessary
- 11) We will support trans students to access medical appointments if required
- 12) We will provide support to the siblings, parents/ carers of trans young person
- 13) We will use the curriculum and other opportunities to challenge gender stereotyping, sexism, homophobia, biphobia and transphobia (as part of our wider equality work)
- 14) We will identify, record and challenge all prejudiced incidents and bullying including that which is sexist, homophobic, biphobic and transphobic
- 15) We will signpost, as appropriate, to national and local trans support services in PSHE education, the school website and in posters around the school