

E3. EQUALITY, DIVERSITY AND INCLUSION POLICY

*Our mission is to develop happy, confident and successful children
who are well prepared for their future.*

ISSR no.	17a
Policy Owner	Senior Deputy Head
Reviewed by Senior Deputy Head	21.04.24
Reviewed by Headteacher	26.04.24
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Renewal date (by)	31.07.26

AIMS

The aim of this policy and Westbrook Hay School's ethos as a whole is to:

- Communicate Westbrook Hay's commitment to the promotion of equal opportunities for its pupils
- Promote equal treatment for all members of the Westbrook Hay community
- Create and maintain an open and supportive environment, free from discrimination
- Foster mutual tolerance and positive attitudes so that everyone can feel valued within the school
- Comply with the school's equality duties contained in the Equality Act 2010
- Remove or help to overcome barriers for pupils where they already exist
- Enforce that all discrimination on the grounds of a protected characteristic is unacceptable and will not be tolerated

Promoting equal opportunities is fundamental to the aims and ethos of Westbrook Hay. The school recognises the benefits of having a diverse school community, with individuals who value one another, and the different contributions everyone can make. We welcome applications from candidates with as diverse a range of backgrounds as possible (please see the Equal Opportunities – Staff Policy in relation to our approach to staff recruitment and selection). Diversity is rich in our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish.

All members of the school community are expected to comply with this policy and treat others with dignity at all times. All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.

REGULATORY FRAMEWORK

This policy has been prepared to meet the School's obligations under the:

- Equality Act 2010
- Statutory Framework of the Early Years Foundation Stage 2017
- Children and Families Act 2014
- Education (Independent School Standards) Regulations 2014

This policy has regard to the following statutory guidance and advice:

- Equality Act 2010 explanatory notes
- Equality and Human Rights Commission Technical Guidance for Schools in England (2014)
- Working Together with Safeguarding Children (2023)
- Keeping Children Safe in Education

This policy should be read in conjunction with the following:

- Anti-bullying Policy
- Behaviour Policy
- Admissions Policy
- Accessibility Plan
- Recruitment Policy
- Child Protection and Safeguarding Policy
- Missing Child Policy
- Inclusion Policy for Pupils with Special Educational needs and disability
- Equal Opportunities for staff policy
- Discipline and Exclusion Policy

PROTECTED CHARACTERISTICS

Westbrook Hay is committed to equal treatment for all pupils, parents, staff and other members of the school community regardless of the protected characteristics of:

- Race
- Age
- Sex
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity
- Marriage and civil partnership

ADMISSIONS

Westbrook Hay treats every application for admission in a fair, open-minded and equal way in accordance with this policy and school's Admissions Policy. Pupils from many different ethnic and racial groups, religions and backgrounds are welcomed at Westbrook Hay and each application will be considered on its merits, in accordance with the school's selection criteria based on the applicant's ability and aptitude. The school encourages applications from all prospective pupils, irrespective of their gender, gender reassignment, marital status, pregnancy and maternity, race, religion or belief (or lack of religion or belief), disability or special educational needs.

Parents must inform the school when submitting the Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the school. This is so that the school can consider what reasonable adjustments may be necessary to ensure that the child is not placed at a substantial disadvantage compared to other children. The school will not offer a place to a child with disabilities if, after reasonable adjustments have been considered, the school cannot adequately cater for or meet their needs.

Bursaries are means tested with awards offered to those who meet the school's admission criteria but may otherwise be unable to attend the school due to financial hardship. Details of our provision for bursaries can be found on our website or obtained from the Bursar's

EDUCATIONAL SERVICES

Westbrook Hay affords to give all pupils access to educational provision including all benefits, services and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty and considerations of safety and welfare). The school will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment. Westbrook Hay will:

- Treat all members of the school community with respect and dignity and seek to provide a positive working and learning environment free from discrimination.
- Endeavour to meet the needs of all pupils and ensure that there is no unlawful discrimination on the grounds of any protected characteristics.

- Ensure that pupils with English as an additional language (EAL) and pupils with an Educational Health Care Plan (EHCP) receive necessary educational and welfare support.
- Monitor the admission and progress of pupils from different backgrounds.
- Challenge inappropriate discriminatory behaviour by pupils and staff.
- Encourage pupils to work and play freely and have respect for all other pupils irrespective of any protected characteristic.
- Offer all pupils access to all areas of the curriculum and a full range of extra-curricular activities.
- Work with parents and external agencies where appropriate to combat and prevent discrimination in school.
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive policies and practices.
- Use the curriculum and assemblies to:
 - o promote tolerance of and respect for each other, with particular regards to the protected characteristics set out in the Equality Act 2010;
 - o promote positive images and role models to avoid prejudice and raise awareness of related issues;
 - o encourage children to question and challenge assumptions and stereotypes in order to better understand discriminatory behaviours and bias;
 - o foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures, bias should be recognised;
 - o understand why and how we will deal with offensive language and behaviour;
 - o understand why we will deal with any incidents promptly and in a sensitive manner.

Harassment in all its forms is unlawful and unacceptable; our Behaviour Management Policy and Anti-Bullying Policy contain clear procedures for dealing with unlawful discrimination. The school recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms (including cyber-bullying) is unacceptable and will be dealt with in accordance with the school's Behaviour Management Policy and Anti-Bullying Policy.

RESPONSIBILITIES

Staff at Westbrook Hay, particularly members of the Executive Group, have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities.

Staff Responsibilities

- Staff endeavour to ensure that all pupils are treated fairly and with respect. We do not knowingly discriminate against any pupil.
- When selecting classroom material, staff strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls. All staff ensure that the language they use does not reinforce stereotypes or prejudice.
- We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. All staff challenge any incidents of prejudice or racism. We record any incidents via RecordMy and draw them to the immediate attention of the Designated Safeguard Lead and Head.

Executive Group Responsibilities

- Ensure that the Equality, Diversity and Inclusion Policy is implemented effectively.
- Ensure that all staff are aware of this policy and that teachers apply these guidelines fairly in all situations.
- Promote the principles of equality, diversity and inclusion when developing the curriculum for pupils and in providing opportunities for professional development for staff.
- Promote respect for other people in all aspects of school life.
- Manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

Governor Responsibilities

The Governors are committed to the principles of equal opportunity detailed in this policy. They will be provided with data to monitor that all pupils are making the best possible progress and that no group of pupils are underachieving. The relevant school data may include:

- admissions
- attainment

- exclusions
- rewards and sanctions
- pupil and parent questionnaires.

FORMS OF DISCRIMINATION

Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

- **Direct Discrimination:** direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity).
- **Indirect Discrimination:** indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race.
- **Discrimination arising from Disability:** discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.

RELIGIOUS BELIEF

Westbrook Hay is inclusive and welcomes and respects the rights and freedoms of individuals from all religions and faiths (or with no religion or faith).

This is subject to considerations of safety and welfare and the rights and freedoms of other members of the school community. The Governors, through the Executive Group, actively promote the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs.

REQUESTS FOR VARIATION IN THE SCHOOL UNIFORM

All pupils are required to wear a uniform. The Head will consider requests from parents and pupils for variations in the uniform for reasons related to disability, gender reassignment and/or on religious grounds. This is provided that they are consistent with the school's policy on health and safety and it is reasonable in all the circumstances including in light of the school's obligations under the Equality Act 2010. Where there is uncertainty as to whether an item may be worn to school, parents are encouraged to discuss the matter with the Head in advance.

REASONABLE ADJUSTMENTS FOR PUPILS WITH DISABILITY

Westbrook Hay has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils including during the admission process.

Where the school is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the school is able to make to avoid putting their child at a substantial disadvantage in comparison with other pupils. The school will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and the resources available to the school. Further information on the school's reasonable adjustments duty can be found in the school's SEND Special Educational Needs and Disability Policy.

The school has an Accessibility Plan in place which can be found on the school website and a hard copy can be made available upon request. This sets out the school's plan to increase the extent to which disabled pupils can participate in the school's curriculum; improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

MONITORING AND REVIEW

The Executive Group monitors and reviews the effectiveness of this policy and reports to the Governors on the policy's effectiveness in practice.

BREACH OF THIS POLICY

Pupils who are in breach of this policy may be sanctioned in accordance with the school's Behaviour Management Policy. If parents or guardians believe that a child has received less favourable treatment as a result of a protected characteristic, or if they feel that this policy has been breached in any way to a child's detriment, they are encouraged to raise the matter through the school's Parental Complaints Policy which is available on the school website.