



## EQUALITY, DIVERSITY AND INCLUSION (EDI) POLICY

<b>Person responsible</b>	Head of PSHE, EDI and Charitable Endeavours
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## 1. Introduction

**E**qual opportunities for all

**D**ifferences and similarities celebrated

**I**nvolvement, valued, welcomed and safe

At St Christopher's, we are committed to equality, valuing diversity and actively supporting practices that promote genuine equality of opportunity for all pupils, staff, parents and carers, irrespective of age, disability, gender reassignments, marriage and civil partnership, pregnancy and maternity, race and culture, religion or belief, sex and sexual orientation.

We are also committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination.

We promote the principles of fairness and justice for all through the education we provide and ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment provision and training systems are fair to all and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for minority groups.

We are aware that stereotyping and prejudice is caused by low self image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies:

Accessibility Plan

Anti- bullying policy

Complaints policy

E safety policy

Health and safety policy

Child protection and safeguarding policy

Behaviour policy

Recruitment policy

Whistleblowing policy

PSHE policy

SMSC Policy

Wellbeing policy

## **2) Inclusion: No Outsiders School**

At St. Christopher's we pride ourselves as being a 'No Outsiders' school where everyone is welcome in our school; 'no one is the same but everyone is equal.'

Posters indicating this are placed around the School, together with an immediately visible wall plaque in the entrance lobby to ensure that everyone feels valued and welcome as soon as they set foot through the door.

We strive to treat each member of our community as an individual; to make each individual feel valued and to teach our pupils to do the same. Trying to achieve this for all our pupils involves us learning what we have in common as well as celebrating our many differences.

We recognise that children learn best in an environment where everyone feels safe, valued, and welcomed in an inclusive way. We believe everyone has the same rights but have individual needs and it is vital to ensure that all aspects of school life are 'fair' and appropriate and not necessarily always the same for everyone.

We teach the children about EDI embedded in the whole curriculum, for example our Power of Reading texts, musicians and artists studied; through regular opportunities in assembly; School Council; educational visits and visitors and workshops and we aim to reflect these values in our day to day interactions with the children.

### 3. Equality and the Law

The Equality Act 2010 has replaced all existing equality legislation and provides a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful. Compliance with this Act is the responsibility of all members of staff. St Christopher's does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation. Any breach of this policy may lead to disciplinary action as per the staff Code of Conduct.

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- 1) age
- 2) Disability
- 3) Gender reassignment
- 4) Marriage and civil partnership
- 5) Pregnancy and maternity
- 6) Race
- 7) Religion or belief
- 8) Sex and
- 9) Sexual orientation

We share our abhorrence of bullying and harassment on account of the above characteristics with our families through our website, Prospectus, Open Mornings, Weekly Newsletters and Parent Forums. All parents of new pupils receive a summary of the school's behaviour expectations and are referred to our Anti-bullying policy published on our website.

## 4. Roles and Responsibilities

The designated senior member of staff with overall responsibility for all equality and diversity matters at St. Christopher's is the Head of Pastoral Care.

It is the responsibility of ALL staff to:

- Treat colleagues, young people and visitors with dignity and respect and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage in accordance with their responsibilities;
- Report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is *personally responsible* for their own acts of discrimination, harassment or victimisation carried out during their employment whether or not the employer is also liable.

Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action as per the staff Code of Conduct.

We have formed a dedicated Equality, Diversity and Inclusion group, made up of staff representatives from mainstream classes, as well as a Governor, the Head of Pastoral Care and the Bursar. The group meets half termly to ensure EDI is embedded and developed throughout the school community. Minutes are recorded and we aim to publish our half termly bulletins on the website.

## 5. Duty to Make Reasonable Adjustments

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as reasonable. For further information, visit the equality and The Human Rights Commission at [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

## 6. Disability Equality

We are committed to ensuring equal treatment of all our staff, pupils and visitors, with any form of disability and will ensure that those with a disability are not treated less favourably in any procedures, practices and aspects of school life.

Our School will actively seek to:

- Promote equality of opportunity between those with a disability and other persons
- Eliminate discrimination that is unlawful under the Disability Equality in Education Act
- Eliminate harassment of those with a disability that is related to their disabilities
- Promote positive attitudes towards those with a disability
- Encourage participation by those with a disability in public life
- Take steps to take account of those with a disability's challenges

Social relationships between all other pupils and those with a disability will be developed and encouraged so that there is mutual respect and understanding between everyone. This will often be explicit in PSHE lessons and implicit across the curriculum.

Every pupil, regardless of ability/disability is expected and encouraged to reach their potential by staff in school. These expectations are underpinned by our monitoring of the achievement of our pupils, according to ability/disability to pinpoint and tackle underperformance through our termly recorded Pupil Progress Meetings, held with the Head of Learning Enrichment and Deputy Head, and relevant class teachers.

St Christopher's will not tolerate harassment of those with a disability or with any form of impairment.

We celebrate different abilities in many ways whilst also supporting the specific needs children may have. We teach children to celebrate difference and that difference is not about lack or less about rights, needs, attitude and access. We teach the children that equality is not about getting the same but about everyone getting what they need and what will help them most.

Each child is unique and we prioritise the time to consider their bespoke needs.

We recognise that SEND can affect a child's achievement or social experience in very different ways. We strive to support individuals and remove barriers to their development wherever possible through social development and interaction. We aim to increase confidence and self-esteem to enable our children to achieve their fullest potential.

We recognise Neurodiversity at St Christopher's and we value and celebrate all members of our community who are neurodiverse for their strengths and talents. We encourage our older neurodiverse children to speak confidently to their classmates about their neurodiversity and in assemblies. We celebrate National Neurodiversity Day in the summer term.

We teach children about disability and equality through the curriculum and it is embedded in our wider school ethos.

We celebrate the successes of all our children and encourage peer support.

All children have equal opportunities to access all areas of school life. This includes clubs, trips as well as residential trips for Years 3-6

Children may become diagnosed with a learning disability during their time at St Christopher's. We have clear pathways to the diagnosis of specific learning difficulties/ disabilities and parents/ carers and outside agencies will be involved in this process and fully supported.

We talk to the children about different skills, achievements and abilities and avoid labels associated with ability. They are specifically taught how to include everyone and how to listen to each other's ideas respectfully.

We treat insults related to ability/ disability seriously in line with our Behaviour Policy.

All children are part of the House system, regardless of ability/ disability/ neurodiversity, and are rewarded with Character Counters and Merits on an equal basis as other children in the school community.

## 7. Gender Equality

We are committed to ensuring equal treatment of all our employed, pupils and visitors, regardless of gender: neither males nor females will be treated less favourably in any procedures, practices and aspects of school life.

We will not tolerate harassment of people based on their gender or transgender status.

We will endeavour to use and display images which show positive images relating to gender.

Staff at school will challenge gender stereotyping and promote positive role models. Social relationships between boys and girls will be encouraged and developed so that there is mutual respect and understanding between both genders. This will often be explicit in PSHE lessons and implicit across the curriculum which include examples such as:

- having Games lessons which are mixed gender as well as entering mixed sporting activities in our Prep School;
- being mindful of the English texts we present to our children in terms of gender stereotyping.
- making sure there is a gender balance in our pupil surveys and school council so we hear the voices of boys and girls equally.
- when reassigning classes at the end of preschool, Year 2 and Year 4 we ensure there is a healthy gender balance in each class (as far as is practical given the number of children of each gender in a given year).

The dignity and privacy of transgender people will be protected by our procedures and practices. For example, proof of identity does not rely solely on birth certificates, other proof, such as a passport is acceptable.

## **8. Race and Heritage Equality**

We value all our children as individuals and recognise the diversity of racial and cultural heritage within our community.

Through our curriculum planning, we find as many opportunities as possible to teach the children about other cultures and ethnicities

We make sure toys, displays, books etc reflect a range of people from different cultures and avoid stereotypes.

We have themed assemblies and teach the children about diversity as part of the curriculum.

We celebrate Black History Month in assemblies with visitors from St George's Church and through visiting workshops from African Activities / Freshwater Theatre Company, as well as throughout more developed diverse curriculum areas such as Art, Humanities and Science.

We celebrate World Cultural Day and Mother Tongue Day and hold an annual 'Bring Yourself Day' in which we further celebrate and respect the backgrounds across the school.

In addition to this, we have a permanent 'languages spoken across the school' display in the corridor, identifying those children and their heritage as well as French, Spanish and Ukrainian room signs posted around the school.

Racist comments are treated seriously in line with our Behaviour policy.

## **9. Religious or Belief Equality**

We value the diversity of religious beliefs and other philosophical beliefs within our local and the wider community. We also respect the right to have no religion or belief.

We recognise that an understanding of religious/ belief education plays an important role in helping to keep our community a tolerant and inclusive place in which to live.

Our Religious Education gives young people the opportunity to develop an understanding of their own and other people's beliefs and therefore helps young people live in a diverse society.

Children are encouraged to share their faith in presentations to both their classes and in assemblies.



Children are encouraged to ask questions and explore the big ideas raised in stories from a range of faiths.

We respect the right of families to celebrate key religious festivals and authorise absences accordingly.

We respect the religious wishes of families regarding participation and exclusion in school celebrations (eg Christmas performances).

We aim to ensure that all religions and special religious festivals celebrated by our families are also recognised in/ through school.

Insults related to belief or religion are never tolerated and are treated seriously following our Behaviour Policy.

## 10. Family Equality

We value all types of families as equally special and recognise that children need to be proactively taught that others' families can be different from their family type.

We celebrate the diversity of our families through curriculum areas such as Relationships and Sex Education (RSE) / PSHE. Our hope and experience is that celebrating family diversity encourages children to share and therefore educates other children about the variety of family types in our community.

We use resources from the Jigsaw PSHE scheme that include a variety of family types. ( for more info please see our PSHE policy)

In RSE, we teach the children about different relationships and how babies are conceived in different ways ( all materials and lessons are taught in an age-appropriate way as are questions answered that may be asked.) A parent/carer 'RSE drop-in session' takes place at the end of the Spring Term before RSE lessons are taught in the Summer Term. In addition to this, we communicate with parents about the specific vocabulary and materials that we propose to use for these lessons before the lesson being taught via email and Google Classroom. Parental decisions to request their child be withdrawn from these lessons are respected and alternative provision is made for these children.

We realise that there are financial inequalities between families at St Christopher's and we ensure no family or child is excluded from a school event or activity for financial reasons and we ensure that we do not add stress or embarrassment to our families.

We recognise that children who are adopted into families or fostered often have specific needs and may need additional care.

We employ a Head of Pastoral Care and Mental Health Lead who oversees the well-being of the entire school community, providing emotional support intervention groups where necessary.

We are sensitive to the areas of the curriculum/ calendar year, recorded and flagged via ISAMS, that may affect children such as a family bereavement.

We know that change and transition are sensitive times for children with attachment difficulties and will work with parents and carers to support this as the child journeys through the school and during the secondary school transition process.

We do not tolerate any insults about families and these are dealt with following our Behaviour Policy.

We teach children about homophobia and homophobic insults. The casual use of 'gay' as a negative adjective is NEVER tolerated and children are taught why this can never be acceptable.

We use visual representations from the Jigsaw PSHE scheme of different family types and from the web in assemblies.

We are consulting on using the term 'grown ups' as a general term rather than 'mums and dads' to refer to children's significant adults so that children who live with one parent, two mums; two dads; foster parents or who live with extended family, don't feel that their family make-up is not included.

We would ask club providers and peripatetic music teachers to use this language too.

## 11. Staff Equality

St Christopher's is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a work environment in which all individuals can make the best use of their skills, free from discrimination or harassment and in which all decisions are based on merit.

We do not discriminate against staff based on protected characteristics: age, disability, gender reassignment; marital or civil partner status; pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.

In respect of staff recruitment, we reiterate our commitment to equal opportunities in all adverts and monitor our recruitment process.

We have undertaken relevant training and highlighted equality expectations and responsibilities.

We are committed to ensuring equality, diversity and inclusion expectations are included in the induction process of all new staff.

We do not tolerate acts of discrimination or harassment in the school community and are committed to ensuring that any form of harassment is dealt with both sensitively and speedily.

We commit to continue to develop unconscious bias and equality training for all staff.

All new staff have to read key policies as directed by KCSIE and referenced in our safeguarding and Behaviour policies.

## **12 . Monitoring**

It is the responsibility of the Governing Body to monitor the effectiveness of the Equality, Diversity and Inclusion Policy. The Governing body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school via a report from The Head Teacher / The Assistant Heads Academic at the Education Subcommittee meetings to be produced at the end of each academic year.
- Monitoring the staff appointment process so that no one applying for a post at this school is discriminated against.
- Take into serious consideration any complaints regarding equal opportunities issues from parents/ carers; staff or children.
- Monitoring the school's Behaviour Policy so that those from minority groups are not unfairly treated.

## **13. Reporting and Recording Incidents of Harassment and Discrimination**

All incidents of discriminatory treatment, bullying and harassment 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 following our Anti-bullying policy.

## **14 . Complaints and Grievances**

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedures.



