

PLASHET SCHOOL



Working together to promote & celebrate achievement

Equality, Diversity and Inclusion Policy

Applicable from 9th June 2023

A handwritten signature in black ink, appearing to read 'Irene Papadopolou', written in a cursive style.

Signed:

Chair of Governors

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Section 1

1.1 Introduction

This policy provides a framework for upholding equality, diversity and inclusion within our school. The policy outlines the commitment of Plashet School to maintain an environment in which all members of the school community are treated with respect and dignity, therefore they feel included as stakeholders in the school.

For the purposes of this policy, the 'school community' is defined as staff, students, school governors, parents, carers and visitors to the school.

1.2 Aims

Our mission statement "*working together to promote and celebrate achievement*" underpins all we do. Our primary goal is to overcome learning inequalities and improve learning outcomes for all within our school community. For this reason, we are committed to celebrating diversity and respecting fundamental British values. We are also committed to being an equal opportunities education provider and employer and are committed to equality of opportunity for all members of the school. Students will be taught these values and to respect others.

Our approach to equality is based on the following key principles:

1. We respect, value and celebrate all people. We are open about diversity and strive to remove the barriers members of our school community may face in regard to any protected characteristic as defined by the Equality Act 2010 or any other or additional disadvantage or vulnerability. Under the Equality Act 2010 there are nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation.
2. We will work together as a school community to create an atmosphere of inclusivity, understanding and acceptance in which all members feel safe, secure and able to reach their full potential, including the personal development of students.
3. As a school community, we will agree to promote understanding and respect for the rights of all members of the school community and foster an environment that encourages professional discussion and courageous conversations within the curriculum, regardless of backgrounds or beliefs.
4. We will observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
5. We will ensure that all members of the school community are treated fairly and will implement the highest expectations of standards of behaviour for both staff and students.
6. We will work to raise standards for all students. We believe that improving the quality of education overall raises standards across the whole school, including for the most disadvantaged or vulnerable groups of students.
7. We will ensure that all members of the school community have equal opportunities. This includes equal access to the same opportunities and resources and the dismantlement of stereotypes, so all members of the school community achieve their full potential.

1.3 Equality Statement

We are committed to ensuring that all members of the school community are treated equally and with respect and within this acknowledge that British law provides for all protected characteristics to be treated equally and without hierarchy.

Plashet School is committed to the inclusion and equal treatment of all members of the school community and for the purpose of this policy, that includes those with a protected characteristic as defined by the Equality Act 2010 (see section 2.1). While the Equality Act does not extend to socio-economic circumstances as a protected characteristic, at Plashet School we also take into consideration those students with any other or additional disadvantage or vulnerability.

Our commitment to equality, diversity and inclusion is underpinned by a commitment to countering discrimination, prejudice and disadvantage in accordance with the Equality Act 2010. We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations. We are committed to our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

The School is committed to creating and sustaining a positive and supportive working environment for all our staff and an excellent teaching, learning and pastoral experience for all our students. We will champion achievement for all student groups and work effectively to narrow the attainment gap. We welcome the emphasis in the Education Inspection Framework on the importance of the personal development of students and the teaching of protected characteristics.

We are committed to tackling all types of discrimination and unfair treatment for everyone. We recognise that anyone, at any time of life, can be discriminated against or treated unfairly in one way or another and there are some groups of people who may face discrimination more frequently than others. We acknowledge trauma as a result of the lived experience of individuals with protected characteristics or any other or additional disadvantage or vulnerability may not be visible to us and we therefore seek to treat all individuals in the school community with this in mind. We also acknowledge that for some individuals with multiple protected characteristics, discrimination can be more complex.

Plasnet School does not tolerate bullying, harassment or discrimination of any nature. It is our duty as a public body to address where we see or hear it and come together to make our school a safe place for all. Students with a protected characteristic/s or any other or additional disadvantage or vulnerability and the children of parents/carers with a protected characteristic/s or any other or additional disadvantage or vulnerability, are treated no less favourably than other students. This policy applies to all within the staff community, the day-to-day running of the school, the use of facilities and to the design and scope of the curriculum.

1.4 The Equality Act 2010: Public Sector Equality Duty

The Public Sector Equality Duty requires the school to publish information about Equalities on an annual basis. This information must be clearly linked to the three aims (General Duties) of the Public Sector Equality Duty April 2012 as detailed in Section 1.5 of this policy.

Specific Duties which relate to the above general duties are to:

- Publish data on those affected by policies and procedures,
- Publish information to demonstrate compliance with the three aims of the Public Sector Equality Duty,
- Set equality objectives at least every 4 years which are specific and measurable.

We know the needs of our school community well, this informs our Equality objectives, planning and monitoring focuses. The school's specific targets under these objectives are drawn from regular school self review and evaluation, student, staff and parental/carer feedback and consideration of the wider School Improvement Plan. These targets are also published in a discrete document on the website.

1.5 Equality Objectives 2023-2027 (4 academic years)

1. Continue to work towards improving outcomes for all students including those with protected characteristics so they progress at least in line with expectations with their prior attainment and ability.
2. With a focus on race, LGBTQ+, differently abled communities, religion and belief and under-represented minority ethnic groups, over a four year period systematically audit, review and diversify the school curriculum as required to ensure learning resources and opportunities are diverse in their representation of modern British society.
3. Consolidate work done to promote mental fitness, creating a distinct Mental Health Policy and associated curriculum, so all members of the school community are confident, physically and mentally healthy.
4. Foster a sense of belonging for all students including those with protected characteristics, so they may make

a positive contribution to school life, feel respected, valued and included in the school community.

5. Increase equality of opportunity for all staff and develop awareness of equalities, diversity and inclusion legislation and practices through training.

Appendix A: Draft Equality, Diversity and Inclusion Objectives Action Planning 2023-27

1.6 Development of the Policy

In the development of this policy, we recognise how our duties 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.

This policy has also been developed to meet the requirements of and should be read in conjunction with the following legislation and guidance:

1. **The Equality Act 2010 Public Sector Equality Duty** requiring all public organisations, including schools to:
 - Eliminate unlawful discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
 - 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.
2. **The Equality Act 2010 (Specific Duties) Regulations 2011**, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives.
3. **Department for Education (DfE) guidance: The Equality Act 2010 and schools (May 2014)**.
4. **Department for Education (DfE) guidance: Political Impartiality in School (Published February 2022)**.

This policy also takes account of the most recent OFSTED Education Inspection Framework (EIF) and the School Inspection Handbook. We note that OFSTED has a statutory duty to report on the outcomes, progress and provision for students who are disabled and those who have special educational needs and also on the teaching of protected characteristics in schools.

We also note the requirement for all staff and students to maintain standards of, actively promote and explore the fundamental British Values of:

- Democracy,
- The rule of law,
- Individual liberty,
- Mutual respect and tolerance of those with different faiths and beliefs.

This policy was developed under consultation with a range of stakeholders, including representatives from the Local Authority, school staff, parents/carers, students, governors and members of the wider local community. It should be noted that within the body of the policy where examples are provided, it should be recognised that those examples provided are not final nor exhaustive.

1.7 Related Policies

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

Statutory Policies

Accessibility Policy
Admissions Arrangements Policy
Allegations of Abuse
Behaviour Policy
Complaints Procedure
Capability of staff
Data Protection Policy
Disciplinary Policy & Procedure
ECT Policy
Equality information and objectives (public sector equality duty) statement
Grievance Policy & Procedure
Child Protection & Safeguarding Policy
SEND Policy
SEND Info Report
Suspensions and Permanent Exclusion Policy
Relationships, Sex and Health Education Policy
Written Statement of Behaviour Principles

Other Policies

Access to Exams	Pay Policy
Anti-Bullying Policy	Prevent Duty Risk Assessment
Assessment Policy	Provider Access Statement
Attendance Policy	Pupil Premium Strategy
Careers, Individual Advice and Guidance Policy	Record Retention, Destruction and Archive Policy
Child Protection and Safeguarding Policy	Safer Recruitment Policy
Code of Conduct	School Improvement Plan
Collective Worship Policy	SMSCD Policy
Curriculum Policy	Staff Code of Conduct
EAL Policy	Staff Harassment and Bullying Policy
Educational Visits	Staff Wellbeing Policy
Examination Policy	Supporting Community Resilience
Medical Policy	Teaching & Learning Policy
Looked After Children/Previously Looked After Children	Whistleblowing Policy
Most Able Policy	

The Equality Act 2010 also applies to schools in their role as employers, and the ways we comply with this are found in all our related Local Authority human resources policies.

Section 2

2.1 Legislation and Guidance

The Equality Act was introduced in 2010 to consolidate and strengthen equality law in the UK while also extending protection from discrimination in some areas. The Equality Act 2010 uses two key concepts as a foundation for the duties:

- Protected Characteristics,
- Prohibited Conduct.

Under the Equality Act 2010 there are nine protected characteristics:

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

For the purpose of this policy, the definition of race includes colour, nationality and ethnic or national origins.

Religion is defined as any religion. Belief is defined as any religious, philosophical or secular belief held by an individual. In the case of an individual not believing in God (for example atheist), being agnostic or not having a religion, these are also protected characteristics. The Equality Act 2010 makes it clear that unlawful religious discrimination can include discrimination against another person of the same religion or belief as the discriminator. This is to ensure that any potential discrimination between, e.g. Protestant and Catholic Christians, or Shia and Sunni Muslims, would also be unlawful. This includes any perceived discrimination made by one person towards another regarding individual choices they make in how they practise or not practise their faith.

It applies to all secondary schools in the UK, including the state and independent sector, and sets out the legal framework for making sure that everyone in the school system is treated fairly and without discrimination. Of these, age and marriage and civil partnership do not apply to schools' duties towards their students, though they do apply to schools' employment duties and wider duties under the Equality Act 2010. Prohibited conduct is the general term applied to discriminatory behaviour that is unlawful under the Equality Act 2010.

2.2 Prohibited Conduct: Forms of Discrimination

The Equality Act 2010 defines discrimination as follows:

Direct Discrimination: Direct discrimination occurs when a person is treated less favourably than another because of a protected characteristic. It is always unlawful, with certain exceptions, e.g. with regard to single-sex schools.

Indirect Discrimination: Indirect discrimination is where an organisation unjustifiably operates a rule or policy that looks the same for everyone but in effect disadvantages people from a particular protected group.

It is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom any member of the school community is associated. It is also unlawful to discriminate because of a characteristic which you think a person has, even if you are mistaken.

As a maintained school, the "responsible body" for Plashet School is the London Borough of Newham. In practice, any persons acting on behalf of the responsible body, including employees of the school, are liable for their own discriminatory actions and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.

Harassment: The Act prohibits harassment of three types:

1. Harassment related to a relevant protected characteristic is unwanted behaviour related to a protected characteristic (for schools, disability, race and sex) and which has the purpose or effect of violating a student's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.
2. Sexual harassment is unwanted behaviour which is of a sexual nature and which has the purpose or effect of violating a person's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment.
3. Less favourable treatment because they submit to or reject sexual harassment or harassment related to sex.

Victimisation: Victimisation is where a member of the school community has made a complaint of discrimination, in good faith or helped someone else with a complaint under the discrimination laws, and suffered as a result. Protection from victimisation is intended to ensure that people are not put off from complaining about discrimination out of fear of further adverse treatment.

The School's liability not to discriminate, harass or victimise does not end when a staff member or student has left the School, but will apply to subsequent actions connected to the previous relationship, such as the provision of references or access to written records, communications and other activities.

Appendix B - Discrimination in Relation to Protected Characteristics

2.3 Duties towards Students

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a student or potential student:

- in relation to admissions,
- in the way it provides education for students,
- in the way it provides students access to any benefit, facility or service,
- or by excluding a student or subjecting them to any other detriment.

Under the Equality Act 2010, it is unlawful for any education provider, including a private or independent provider, to victimise a student for anything done in relation to the act by a parent/carer or sibling or to discriminate between students on grounds of prescribed 'protected characteristics'.

The exceptions to the discrimination provisions for Plashet School in regards to students include admissions to a single sex school and collective worship which is defined by a determination as per the Department for Education's Circular 1/94 (1994). Age as a protected characteristic also does not apply to students in schools. Schools therefore remain free to admit and organise children in age groups and to treat students in ways appropriate to their age and stage of development without risk of legal challenge.

2.4 Duties towards Staff

The Equality Act 2010 protects school staff against discrimination in the workplace at all stages of their employment. This includes recruitment, terms of employment, training, pay and benefits, promotion and transfer opportunities, dismissal or redundancy.

As an employer, the School is committed to the employment policies and practices of the Local Authority (LA) for every member of staff. The School will ensure that all Staff including Governors involved in recruitment are trained in equality practices and that procedures are fair, honest and open.

The aim is to create an environment where all Staff and Governors apply equality and fairness in employment practices. All decisions including advertising of vacancies, shortlisting, selection, induction, appraisal, training, development, promotion, and pay will be based on an objective and fair assessment of need.

The LA will monitor equal pay against all protected characteristics as defined by the Equality Act 2010.

All staff have a right to challenge any decision or action relating to employment, training, pay and benefits, promotion and transfer opportunities, dismissal or redundancy which they believe to be in breach of these principles. All complaints relating to employment must be made at first informally and if necessary the next step should be through the formal grievance procedure. The School must not subject any employee to discrimination or harassment that violates an employee's dignity, nor victimisation because they have made or intend to make a complaint of discrimination on the grounds of protected characteristic/s. This right continues after the working relationship ends. Any member of staff who deliberately or knowingly contravenes the policy will be liable to formal disciplinary action. If however, an accusation is found to have been made maliciously, disciplinary action may be taken against the person making the false complaint. All complaints are assumed to be made in good faith unless there is evidence to the contrary.

The School is committed to the principles of dignity at work for all staff in the school. This includes the right to be treated with respect by all colleagues. Any person who fails to act in accordance with this principle will be investigated in accordance with the school disciplinary procedures and this may lead to formal disciplinary action.

The School also recognises its statutory obligation not to discriminate on the grounds of membership to recognised organisations including; trade unions, political affiliation, professional associations.

Plasnet School recognises that the avoidance of discrimination is not sufficient to ensure that equality of opportunity exists in the school. It will therefore give full consideration to measures of positive action which may assist in achieving the aims of this policy. These measures may include:

- encouraging applications from specific groups which are underrepresented in the school,
- supporting training measures for under-represented groups,
- the use of flexible working arrangements wherever practicable,
- reasonable consideration given to the possibility of career breaks for carers to assist with family commitments.

Where it does so this will be done in accordance with the guidance 'Positive Action in the workplace' published 17th April 2023 (Gov.uk)

There may be situations in the school which require special consideration, for example where a genuine occupational qualification may apply or to justify the employment of a particular sex or someone of one particular race or ethnic origin. The school reserves the right to apply objective justification as required.

2.5 Roles and Responsibilities

In line with the Equality Act 2010 and this policy, all members of the school community have a responsibility to promote equality, diversity and inclusion and to oppose any form of discrimination, prejudice, or disadvantage. This policy requires commitment from each member of the school community to a code of conduct that:

- encourages respect for the individual,
- encourages collective action to challenge prejudice, discrimination and structures which perpetuate it,
- challenges stereotyped images and in their place promotes positive, diverse images,
- declares unacceptable any language, action or expressed belief that is prejudiced or which encourages prejudice in others,
- challenges institutional structures which have prejudicial or discriminatory effects.

As a member of the school community, it is the duty of all staff, students, parents/carers and visitors to the school to uphold these values under British law and the guidance of the Equality Act 2010.

Governing Board

It is the responsibility of the governing board to:

- ensure that the School complies with its equality obligations in accordance with the Equality Act 2010,
- assign a link governor for Equality, Diversity and Inclusion,
- monitor and review the Equality, Diversity and Inclusion Policy,
- ensure that all the School's equality obligations are met.

The Head Teacher

The Head Teacher is responsible for ensuring effective implementation of this policy and associated Equality, Diversity and inclusion objectives. The Head Teacher will ensure that this policy is adhered to and that all members of the school community are aware of the School's commitment to equality, diversity and inclusion. The Head Teacher will ensure all staff and governors are sufficiently trained regarding their role in the promotion and maintenance of an inclusive environment in which all members of the school community are treated with respect and dignity. The Head Teacher will ensure transparency through consultation on, publication of and assessment of impact assessment of the school's Equality, Diversity and Inclusion Policy and Objectives.

The Head Teacher will actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, students, parents/carers or visitors by following procedures outlined in this policy and associated policies to deal effectively with any reported incidents of discrimination, victimisation or harassment. Any incident of prejudiced or discriminatory behaviour will be logged as such and reported to the governing board on a termly basis. Annual figures will also be shared with the Local Authority.

The Head Teacher will ensure student outcomes are monitored and analysed and will monitor admissions data, recruitment data, examination results and post 16 destinations according to the following characteristics (DfE: Schools, pupils and their characteristics: Published June 2022):

- Age,
- Disadvantage,
- English as an additional language,
- Ethnicity,
- SEND.

This will be done within the GDPR (General Data Protection Regulation) and confidentiality of personal information protocols and will be reported in such a way that does not identify any individuals.

The Head Teacher will also ensure student outcomes are monitored and analysed on a regular basis for students who are deemed to be vulnerable or fall under any other known protected characteristic. This will be done with the support of the Designated Safeguarding Lead who will seek through regular training to understand current trends, patterns and barriers to learning for these students according to need.

School Staff

It is the responsibility of all school staff to adhere to this policy and to positively display inclusive and anti-discriminatory behaviour in line with the Equality Act 2010, the Teachers' Standards (July 2011, DfE Ref DFE-00066-2011) and the Staff Code of Conduct. All school staff have an obligation and legal duty to uphold the Equality Act 2010 and the provisions this sets out under the public sector equality duty within and outside school even where these may come into conflict with a personal belief.

Staff will promote an inclusive and collaborative ethos in the classroom and across the wider school. Staff will plan and deliver a curriculum that is reflective of the School's principles and the School's commitments to maintain an environment in which all members of the school community are treated equally with respect and dignity. All staff must make effective and reasonable adjustments where appropriate to meet the individual needs of staff, students and visitors.

Staff will be alert to, discourage and challenge any forms of discrimination, victimisation, harassment or bullying, including any comment/s made to diminish and/or the use of prejudiced language in relation to the protected characteristics or any other or additional disadvantage or vulnerability outlined in this policy. Staff must ensure they deal fairly with any incidents that occur using school systems.

In line with professional standards, staff at Plashet School are committed to broadening their knowledge, confidence and understanding of inclusive behaviour by attending relevant training and accessing information from appropriate sources including equalities legislation relevant to their role and the teachers standards.

Students

As per the student Code of Conduct and the Home/School Agreement it is the responsibility of students to positively promote inclusive and anti-discriminatory behaviour and report any issues associated with equality and diversity to a member of staff. This includes reporting any form of discrimination, victimisation, harassment or bullying, including any comment/s made by a member of the school community within school and/or outside of school as appropriate intended to diminish and/or the use of prejudiced language in relation to the protected characteristics or any other or additional disadvantage or vulnerability outlined in this policy. These responsibilities run alongside the School's behaviour expectations for students detailed within the School Behaviour Policy.

Parents/Carers

Quality partnerships and working relations with parents and carers are important in supporting students in their education and learning but also in equipping them with the skills they need for adult life. We endeavour to create a fair and equitable environment for all of the school community, this includes parents and carers so they may participate fully in their child's education. We therefore respectfully expect parents and carers in any communications with the school to also:

- Respect the ethos, vision and values of the school as outlined in this policy,
- Support a safe, respectful and inclusive environment for students, staff and parents,
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own behaviour and conduct especially in front of students,
- Respect and cooperate with the School's policies, processes and procedures.

Visitors

All visitors to the School including parents and carers are expected to support the school's commitment to equality when in communication with or on School premises. Due diligence will be taken when inviting speakers or facilitators to the School to ensure they are not involved with any discriminatory groups.

Section 3

3.1 Reporting, Recognising and Dealing with Incidents of Prejudiced and Discriminatory Behaviours

The scope of this policy covers incidents of prejudiced and discriminatory behaviours within school and outside of school as appropriate.

We treat all incidents of bullying equally and record and monitor all incidents of prejudice and discriminatory behaviours by either the staff or student bodies. The School will challenge all forms of prejudiced and discriminatory behaviour including any prejudice based bullying which stands in the way of fulfilling our commitment to equality and inclusion. This includes any statement, action, or incident direct or indirect, explicit or subtle, intentional or unintentional that is deemed to be prejudiced, intolerant or discriminatory against members of any group with protected characteristics listed under the Equality Act 2010. For the purpose of this policy, this also includes prejudices against those with any other or additional disadvantage or vulnerability.

The School recognises that there may be times when the behaviours of other persons present on the school site may need to be addressed if they are deemed to be prejudiced or discriminatory in any way e.g visitors. In these cases guidance should be sought from the Head Teacher or the Designated Safeguarding Lead (DSL). The Head Teacher or the DSL may choose to work with the Safer School Police team as necessary.

3.2 Recording and Monitoring of Incidents

The record of student and/or staff incidents relating to prejudiced behaviour/related incidents is reported to governors on a termly basis and to the Local Authority annually. This information includes the actions taken by the School in relation to each incident. Incidents are also reviewed by the Head Teacher. Trends and patterns are identified and appropriate action is strategically planned.

3.3 Reporting, Recording and Monitoring of Incidents involving Students

As part of the pastoral curriculum, all students are supported to learn about what bullying looks like, how incidents of bullying and prejudice should be reported, how this is recorded and how this is dealt with using the student code of conduct and the Student Behaviour Policy.

Where prejudiced and discriminatory behaviours are found, the School will use its powers of isolation, suspension and/or exclusion for breaches of this policy by students. Any action taken will be taken in accordance with the School's Behaviour Policy and/or the Suspensions and Permanent Exclusion Policy.

Responses to incidents relating to prejudiced behaviour/related incidents should follow all procedures as outlined by the School's Behaviour Policy and/or the Suspensions and Permanent Exclusion Policy. On completion of the agreed sanction, in addition to those measures outlined in the Behaviour Policy, the School will also work with the student/s to ensure their understanding of equality, diversity and inclusion is broadened and they have an understanding of Equality law and the School's commitment to equality, diversity and inclusion and countering discrimination, prejudice and disadvantage in accordance with the Equality Act 2010.

Working with the Wellbeing team, the Year Coordinator will monitor and support the wellbeing of the victim/s of said behaviours and will work with them and their families to ensure the student feels safe and included at school.

Prejudiced and discriminatory behaviours may include but are not limited to:

- Derogatory and discriminatory name-calling, insults, comments and jokes,
- Deliberate exclusion of students on the basis of a protected characteristic or any other or additional disadvantage or vulnerability,
- Discriminatory graffiti,
- Any written or verbal insult including voice notes, text messages, posts to websites and social networking

sites,

- Attempts to recruit others to organisations and groups practising discrimination,
- Making threats, prejudiced in nature against a person or group of a protected characteristic or any other or additional disadvantage or vulnerability,
- Deliberate prejudiced offensive and/or hurtful actions against a person or group belonging to protected characteristic or any other or additional disadvantage or vulnerability including physical assault against a person or group,
- Unwelcome suggestions or physical contact including varying degrees of sexual assault,
- Provocative behaviour such as wearing discriminatory badges or insignia belonging to prejudiced groups,
- Bringing materials such as leaflets, comics or magazines into school which are judged to be discriminatory or designed to diminish, including pornography,
- Any other instances of discriminatory behaviour or incitement to cause discrimination to occur whether verbal or non verbal.

Processes

Reporting	Students are expected to report any form of discrimination, victimisation, harassment or bullying, by a member of the school community within school and/or outside of school as appropriate to a member of staff.
Recording	Procedures as outlined in the Behaviour Policy will be followed by any member of staff to whom a report is made. If a member of staff is unable to do this they must seek support from their line manager, any middle leader or member of the leadership team immediately.
Monitoring	<p>In accordance with the Behaviour Policy, the School will collect data on the following:</p> <ul style="list-style-type: none"> • behavioural incidents, including removal from the classroom to isolated learning, • permanent exclusion and suspension, • use of student support units, off-site directions and managed moves, • incidents of searching and confiscation, • anonymous surveys for staff, students, governors and other stakeholders on their perceptions and experiences of the school behaviour culture. <p>The data will be analysed every term by the Leadership Team and included in the Headteacher's termly report to governors. The data will be analysed from a variety of perspectives including:</p> <ol style="list-style-type: none"> A. At school level. B. By year group. C. By term. D. By protected characteristic. <p>The School will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.</p>

3.4 Reporting, Recording and Monitoring of Incidents involving Staff

We will ensure all staff receive annual training on Equality, Diversity and Inclusion. Training will include how any incident of bullying and prejudice should be reported, recorded and dealt with.

All staff should have a clear understanding of this policy as it pertains to their professional conduct towards other members of the school community and;

- The Staff Code of Conduct.
- Disciplinary Policy and Procedures (Section 2.15).
- The Teachers' Standards: DfE: July 2011 (Teaching Staff).

In line with the Staff Code and Conduct and Staff Disciplinary Procedures, the school may take disciplinary action against any staff it finds in breach of this policy as required.

The School must not subject any employee to discrimination or harassment that violates an employee's dignity, nor victimisation because they have made or intend to make a complaint of prejudiced or discriminatory behaviour on the grounds of protected characteristic/s. This right continues after the working relationship ends.

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.

Processes

Reporting	If a member of staff believes they have been discriminated against, harassed or victimised they are asked to report their complaint at first informally to the Head Teacher. If necessary the next steps will be taken using the formal grievance procedures and/or the Disciplinary Policy and Procedures. In the case of any complaint against the Head Teacher, a report of the complaint must be made directly to the Chair of Governors.
Recording	It is the responsibility of the Head Teacher to record incidents of discrimination, harassment or victimisation involving any staff member. The Head Teacher will make the Chair of Governors aware of any incident of discrimination, harassment or victimisation involving any staff member.
Monitoring	The link governor for Equality, Diversity and Inclusion, Chair of Governors and Vice Chair of Governors will meet with the Head Teacher annually to review incidents involving staff in order to monitor the frequency and pattern of any prejudice-related incidents and the actions taken by school to address them.

Section 4

4.1 Curriculum

We are committed to the active promotion of equality, diversity and inclusion through the curriculum by creating an environment that champions respect for all and encourages meaningful participation by all students in learning activities and discussions. Through both our pastoral and academic subject curriculums we provide opportunities for students to learn about a range of opinions and encourage students to develop the skills of empathy and tolerance.

Teachers will actively 'teach to the top' while effectively scaffolding and adapting learning so all learners are able to access the curriculum at a sufficient level of challenge and are supported to achieve. Our Special Educational Needs Policy aims to meet the needs of students with a learning difficulty or disability that calls for special educational provision and is clear regarding the duty to provide 'reasonable adjustments' as required.

Although the 'content' of the school curriculum has never been covered by discrimination law, and although the Equality Act 2010 now states explicitly that it is excluded, we will however ensure that our curriculum is designed to make explicit and implicit provision to promote equality and celebrate diversity and difference where appropriate opportunities arise including teaching students about the illegal nature of discrimination and hate crimes.

We view the curriculum as one important tool in tackling inequalities for students, including gender stereotyping, preventing bullying and raising attainment for traditionally and newly disadvantaged groups. We embed the principles of equality and diversity in our academic and SMSCD/pastoral curriculum.

The curriculum will aim to:

- Normalise diversity in the content and examples utilised,
- Stress the contribution and achievements of all kinds of individuals and cultures, actively challenging bias and stereotyping,
- Reinforce the importance of embracing difference and of equality of opportunity as a desirable aim,
- Provide inclusive and accessible activities, including enrichment provision,
- Resources and activities will be monitored for possible bias, reinforcing stereotypes and ethnocentric elements.

Our curriculum is carefully designed so students develop the knowledge and skills to be able to form clear and informed opinions about issues in the modern world. Students are supported to recognise bias, explore this and challenge prejudice and stereotype. So students contextualise and understand them better, we support our teachers to plan for teaching about contemporary issues and movements within their subject curriculums. In doing so, we acknowledge the guidance given by the DfE regarding political impartiality and the promotion of partisan political views. Teachers therefore ensure that any teaching and learning of issues that are 'politically influenced' in their understanding are designed as balanced and objective. All staff will avoid promoting their personal political views to students.

We are alert and proactive about the potentially damaging impact of negative language in relation to all protected characteristics and those with any other or additional disadvantage or vulnerability and actively seek to counteract this through curriculum design.

4.2 Curriculum Outcomes

We will always actively strive to remove gaps in achievement between different student groups. We use all available information to set suitable learning challenges for all, respond to students' diverse needs and choices and overcome any potential barriers to learning.

We collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage through inequality. We publish an analysis of standards reached by different groups at the end of Key Stage 4 and this information is reviewed by the governing board. We will take positive and proportional action to address the

disadvantages faced by particular groups with protected characteristics. This may include targeted support where required.

4.3 Professional Development and Learning

The principle outlined in section 2.4 in relation to fair and equal treatment of staff will also apply to selection for training. Details of training opportunities available will be made available to all staff, who will be given the opportunity to request training on courses which they believe to be relevant to their role and personal development as identified through the annual performance management cycle. There can, of course, be no guarantee that all such requests will be met. Priorities for training allocation will be based on the school's overall improvement plan and budget allocations. All staff will be trained annually about Equal Opportunities.

4.4 Policies and Procedures

We are aware that the world is constantly changing and that our thinking and practice in equality and diversity must change with it. We are therefore committed to ensuring equality laws are taken into account in the design and development of all applicable policies and procedures and ensuring all staff are supported to consider equality implications before they develop policies and make decisions.

We shall remain constantly alert to discriminatory practices and vigilant in the application of our policies. The Staff Code of Conduct and Disciplinary Policy & Procedures are clear in their expectations of staff while the Student Code of Conduct, School Behaviour Policy, Anti Bullying Policy, Suspensions and Permanent Exclusions Policy and Home School Agreement are clear in our expectations for students and families.

Other existing policies will be reviewed on an agreed cycle and updated as appropriate. Each review will take into account developments in relation to equality, diversity and inclusion. We will ensure that those who are affected by the development of a new policy are consulted within the design of any new policy.

4.5 Wellbeing

The wellbeing of our students is of paramount importance. We believe students who are happy, physically and mentally fit and healthy thrive in the school environment and therefore think carefully about how we create the conditions that allow all of us to flourish. All students have a right to feel valued and safe in school including students with protected characteristic/s, students from families with protected characteristic/s and students with or from families with any other or additional disadvantage or vulnerability. The School will foster an environment where all students are supported and nurtured so that they can progress and thrive in their education and personal development without fear of judgement, prejudice or discrimination.

Physical and mental wellbeing involve caring for our whole self; the body and the mind. We support students to respect their emotional and physical needs so that they may thrive within the school environment. Learning 'about' our wellbeing forms part of our Learning for Life and SMSCD Programmes, while pastoral care is provided through effective pastoral and safeguarding practices and a commitment to maintaining a well resourced wellbeing team dedicated Safeguarding Officers, School Counsellor, School Nurses, Attendance Officers and Wellbeing Mentors. We will continue to maintain and develop links with local agencies and professionals to support early help as required, including CAMHS.

We are committed to ensuring School Leaders, Pastoral staff and the Wellbeing team understand the impact of discrimination on student wellbeing and mental health. We will support staff to remain alert to their own bias and the impact of power dynamics between dominant and minority groups. This includes having an awareness of how intersectionality (understanding how aspects of a person's social and political identities combine) can create different modes of discrimination and privilege.

4.6 Uniform

To accommodate for all identities, Plashet School is fully committed to ensuring the school uniform is accessible to all students with differing needs. The uniform is designed to be fully accessible to SEND students and those students with cultural and/or religious requirements. However, if necessary the Head Teacher has the discretion to authorise other reasonable adjustments as required. As per our uniform guidelines students are permitted to wear stud earrings and one piece of jewellery significant to their religion or beliefs for example the kara or a crucifix worn on a necklace. However, in the interests of health and safety there are times when these may need to be removed, for example when participating in sports. Hairstyles are left to the discretion of the student and their parents/carers, however it is required that all long hair is tied back in specific lessons and some extracurricular activities.

4.7 Language

Agreed names of students are valued and respected, particularly with regards to pronunciation. We have updated our student Behaviour Policy to ensure negative, mocking or exclusive attitudes to accent and dialect are always challenged, alongside recognition of the power of 'Standard English' globally and within UK society. Students are provided with opportunities in the curriculum to hear and learn about diverse accents, languages and dialects. Language which carries negative connotations will always be challenged and the use of inclusive language will be encouraged and promoted.

Section 5

5.1 Implementation

The School will ensure that all members of the school community are aware of this policy and its implications. This will be achieved through a range of methods, including:

- providing information about the policy to all staff, governors, parents/carers, students and visitors,
- developing staff training and recruitment policies which are fair and transparent,
- updating existing policies and improvement plans subject to the School's self review cycle,
- providing professional development opportunities which support staff in their career progression and development,
- monitoring recruitment, retention, promotion and advancement of staff to ensure that equality of opportunity is being upheld.

5.2 Equality Considerations in Decision Making

The Public Sector Equality Duty requires the School to think about people's different needs and how these can be met. The School will therefore ensure it has due regard to equality considerations whenever significant decisions are made. The School will always ensure it is conscious of the three duties of the Public Sector Equality Duty and will consider the impact of decisions on specific groups of students and/or staff (known as an Equality Impact Assessment) when making decisions. Where it is clear from initial consideration that a decision will not have any effect on equality for any of the protected characteristics or those that may have any other or additional disadvantage, no further analysis or action is necessary.

The School will ensure that any Equality Impact Assessment is kept as written record within meeting minutes to show we have actively considered our equality duties and asked ourselves relevant questions.

5.3 Publicising and Promoting

This policy and the School's Public Sector Equality Duty will be published in the Staff Handbook and on the School's website. All visitors to the school will be made aware that the School is committed to the Public Sector Equality Duty and copies can be made available on request, including translations and special formats.

5.4 Monitoring the Policy's Impact

Impact on Students

As part of the School's Self Evaluation, we collect the following information on our students:

- Attainment and progress data,
- Attendance data,
- Involvement in intervention,
- Involvement with enrichment and extra-curricular opportunities,
- Isolation, Suspension and Exclusion data,
- Option Choices,
- Parental/Carer engagement,
- Post-16 Progression,
- Rewards.

The Head Teacher is responsible for ensuring this data is analysed routinely from an equality perspective in terms of:

- Disadvantage (Pupil Premium/Free School Meals),
- English as an additional language,
- Ethnicity,
- Looked-after status,
- Prior attainment,
- SEND.

Analysis after each attainment/progress data collection leads to action to adjust learning and teaching plans or to target support and intervention. Analysis of end of year outcomes leads to specific areas for school-wide development built into the School Improvement Plan. Analysis of the wider data sets above enable us to identify differences between groups, and over/under-represented groups. This leads to a review of possible causes and agreed Equality Policy action to address the issues. This may be short term action or school-wide action built into the School Improvement Plan.

The School monitors incidents of prejudice-related bullying or harassment amongst students. Incidents that have their basis in any of the protected characteristics are recorded specifically and reported in an annual summary.

The School also invites respectful focussed discussion, with students, parents/carers and staff, on the students' school experience in terms of any protected characteristic/s or any other or additional disadvantage or vulnerability.

Impact on Staff

In accordance with Equality Duty legislation, the School will collect equality information on and analyse information with respect to the protected characteristics on:

- Applicants for employment,
- Flexible working arrangements,
- Internal promotion,
- Participation in training.

The London Borough of Newham HR department will collect equality information and analyse information with respect to the protected characteristics on:

- pay progression,
- staff in post and on different pay scales/grades/points/levels of leadership.

This analysis enables us to remove any blocks to, and/or target, under-represented groups and to identify and remove potentially discriminatory practice.

The School also invites all forms of respectful feedback including focussed discussion with staff on their school experience in terms of any protected characteristic/s or any other or additional disadvantage or vulnerability.

The School monitors incidents of prejudice-related bullying or harassment of staff.

5.5 Reporting

The Equality Act 2010 requires the School to publish information to show the School's compliance with the Equality Duty. Appropriate parts of the annual summary, the objectives and this policy are published on the School's website.

An annual summary of all equality monitoring and actions is presented to the Governing Board. This will include the school response to the Public Sector Equality Duty for publication and an evaluation of progress made towards the agreed Equality, Diversity and inclusion Objectives.

5.6 Monitoring and Review

The School will monitor and review the implementation of this policy on an annual basis, and will take appropriate action if any issues are identified. The monitoring report outlined above informs the review. The review of all other policies takes account of this policy and wider equality considerations and objectives.

Draft 4 - Equality, Diversity and Inclusion Objectives Action Planning 2023-27

Objectives are formed using a variety of evidence bases including but not restricted to:

- Continued professional development and learning opportunities,
- Data analysis activities,
- Legislative changes,
- School self review.
- Stakeholder feedback / Feedback from other sources including external scrutiny.

Objective	Activities	Success Criteria
<p>Continue to work towards improving outcomes for all students including those with protected characteristics or any other or additional and disadvantage or vulnerability where known so they progress at least in line with expectations with their prior attainment and ability.</p>	<ul style="list-style-type: none"> • Analyse the progress of all students regularly, looking at groups of students using the following categories: Age, Disadvantage, English as an additional language, Ethnicity and SEND. • Ensure student outcomes are monitored and analysed on a regular basis for students who are deemed to be vulnerable or fall under any other known protected characteristic/s where known. • Designated Safeguarding Lead to understand, through regular training, current trends, patterns and barriers to learning for vulnerable students according to need. This information should then be fed back through TAC meetings or as appropriate. • Implement timely interventions where required for those students of a particular protected characteristic/s where known and required. • Using the School's Self Review process, regularly quality assure our teaching and learning and pastoral offer ensuring due regard is given to improving the quality of teaching and learning for those students with known protected characteristic/s. 	<ul style="list-style-type: none"> • All groups of students make progress in line or above the national average for that group. • Staff have a good understanding of barriers to learning for vulnerable students and act on this accordingly. • High quality teaching is the norm for all students including those with any protected characteristics or any other or additional disadvantage or vulnerability where known. • Where required interventions are in place the impact of interventions is analysed and students make additional progress. • School self review processes effectively identify areas for improvement.
<p>With a focus on race, LGBTQ+, differently abled communities, religion and belief and under-represented minority ethnic groups, over a four year period systematically audit, review and diversify the school curriculum as required to ensure learning resources and opportunities are diverse in their representation of modern British society.</p>	<p>Systematically complete the following activities in relation to race, LGBTQ+, differently abled communities, religion and belief and under-represented minority ethnic groups (including Roma and Eastern European students) over a four year period:</p> <ul style="list-style-type: none"> • Complete curriculum audit to identify the range of exposure to the identified characteristic • Complete SWOT (strengths, weaknesses, opportunities or threats) analysis to identify good practice and areas for improvement. • Identify areas for professional development within the curriculum, review and provide professional development as required. • Provide development time for focused activities identifying areas for improvement and development of curriculum resources and enrichment activities. • Review audit on a four year cycle to analyse and identify progress made. 	<ul style="list-style-type: none"> • We celebrate the strengths of our curriculum in relation to race, LGBTQ+, differently abled communities, religion and belief and under-represented minority ethnic groups (including Roma and Eastern European students). • We have an awareness of and plan accordingly to work towards the eradication of any weaknesses identified in our curriculum. • Staff are supported through scheduled development time to plan for and work towards improvement of their curriculum.

<p>Consolidate work done to promote mental fitness, creating a distinct Mental Health Policy and associated curriculum, so all members of the school community are confident, physically and mentally healthy.</p>	<ul style="list-style-type: none"> • Write & consult upon our Student Mental Fitness and Wellbeing Policy • Using the pastoral school self review process, ensure that the student voice is heard in relation to the Equality, Diversity and Inclusion Policy, the Behaviour Policy and associated behaviour process around anti-bullying. • Review, evaluate and extend the offer in the Learning for Life/tutor programme if/as required ensuring students develop the relevant skills to stay safe and happy in school and in their wider lives, regardless of their ethnicity, gender, sexuality, religion and special educational needs and/or disability. • Ensure that all students across the school have equal access to mental wellbeing initiatives and services provided as part of the school offer. • Enhance the early help offer. • Monitor referrals to counselling and other services to do with supporting wellbeing and analyse referral data to internal and external services to ensure that any specific issues related to a group with protected characteristic/s are picked up and acted upon. • Where required, specific groups – both with protected characteristics and without – will receive interventions designed to promote their health and wellbeing as a group. • Trial and roll out a method of student self referral for mental fitness and wellbeing support. 	<ul style="list-style-type: none"> • Student Mental Fitness and Wellbeing Policy is completed, ratified and implemented. • Student voice is heard in relation to targeted policies, is considered and acted on as appropriate. • Students are taught the relevant skills to stay safe and happy both in school and their wider lives. • Mental wellbeing initiatives and services are provided. Impact is measured and improvement planned for as required. • As a result of the early help offer, mental fitness and wellbeing improves. • A method of student self referral for mental fitness and wellbeing support is rolled out across all year groups and used by students appropriately.
<p>Enable all students including those with protected characteristics or any other or additional disadvantage or vulnerability where known to make a positive contribution to school life, feel valued and included in the school community.</p>	<ul style="list-style-type: none"> • Using the Pastoral School Self Review process, increase the ways in which the student voice is heard around equalities issues, particularly religion, gender, sexuality and ethnic origin. • Based on the student voice findings, create a suite of teaching resources on issues of equality. Resources should be designed to combat negative stereotypes, increase understanding of equality and specifically the requirements of the Equality Act 2010, promote inclusion, empathy and challenge the concept of 'otherness' to contribute to the creation of a school ethos where no one is excluded or ridiculed for perceived differences. • Create a suite of associated training resources for teaching staff to allow all form tutors to confidently and expertly deliver teaching resources on issues of equality through the tutor programme. • Increase the number of students who have leadership opportunities within the student body, regardless of ethnicity, special educational needs, gender, or sexuality. Ensure there is representation from all ethnic groups within the school and language barriers are removed as a means of accessing leadership responsibilities. • Develop the SMSCD Theme of the week programme to include an Equality, Diversity and Inclusion theme of the month. Resources for each EDI theme of the month to include one cohort assembly, one tutor resource and one EDI display board (to be changed on a monthly basis). Themes to include the following: Disability Awareness month, Holocaust 	<ul style="list-style-type: none"> • Students report they feel their voice is heard within the school and taken into consideration when making decisions. • Teaching resources are designed, rolled out and evaluated. • Staff training resources are sourced, training is conducted and impact evaluated for follow up as required. • Number of students with leadership responsibilities is increased. Representation is reflective of all ethnic groups within the school. • The number of students participating in leadership roles with English as an additional language has increased. • The Equality, Diversity and Inclusion theme of the month is scheduled. Resources are designed, delivered and evaluated for improvement. Display board identified, signposted and displays completed on a monthly basis. • Diwali events and Iftar events are a part of the school calendar. They are supported by a wide range of students and their families. • School behaviour data is analysed and appropriate interventions in place. Identified students' contribution to school life improves. • Attendance data is analysed and appropriate interventions in place. Identified students' attendance improves. • Number of incidents related to prejudice, discrimination and

	<p>memorial month, Interfaith month, Girlpower month (to coincide with international women's day), Asian Heritage month, LGBTQ+ month, Islamophobia month, Black History month, Refugee and displaced persons month (to include widening understanding of the Roma community) and Cultural Awareness month.</p> <ul style="list-style-type: none"> • Work with interested staff members and the School Council to expand our cultural events programme to initially include a Diwali event and Iftar event. • Analyse school attendance data and school behaviour data to identify students or groups of students where interventions will support their involvement in school life. • Ensure that all attendance and behaviour data including isolation, suspensions and exclusions data is reported regularly to Governors, including data relating to students within groups with protected characteristics and incidents of prejudice and discrimination and bullying. • Report to parents, via the school website and school email updates, all activities that take place and give students' positive experiences, especially where these relate to equality and diversity. • Design and display an inclusive policy statement and code of conduct to be displayed in prominent places, such as classrooms, reception and the staff rooms. It signals that everyone is welcome and everyone is responsible for ensuring they feel safe and welcome. 	<p>bullying are reduced.</p> <ul style="list-style-type: none"> • Curriculum Enrichment Policy is consulted upon, written, ratified and implemented. • Curriculum enrichment activities are listed on the school website. • Inclusive policy statement is displayed in all prominent places including reception, classrooms and staff rooms.
<p>Increase equality of opportunity for all staff and develop awareness of equalities, diversity and inclusion legislation and practices through training</p>	<ul style="list-style-type: none"> • Introduce a CPD programme for all staff related to matters of EDI and our duty in relation to colleagues and students under the Equality Act 2010 and DfE Guidance on political impartiality in schools. This programme should take into consideration the role and responsibilities of a range of staff within the school and ensure appropriate EDI training is provided commensurate with their role. • Offer development opportunities to all staff that develop their leadership skills, targeting groups that are under-represented in our workforce. • Develop our induction programme to ensure that all new employees undertake equality training and all teaching and non teaching staff undertake training in unconscious bias as part of the compliance training cycle. • Complete exit interviews with all staff that address issues of equality and diversity explicitly in order to improve practice. 	<ul style="list-style-type: none"> • CPD programme designed and rolled out on an annual basis • CPD is tailored with advanced learning implemented in accordance with roles and responsibilities. • Staff have a good understanding of their duty in regards to the Equality Act 2010 and the DfE Guidance on political impartiality in schools. • Staff agree that there are opportunities to develop their leadership skills. • A comprehensive induction programme is designed and implemented. Feedback from new starters is used to refine and improve the induction process year on year. • Increased opportunities for non teaching staff are in place particularly in regards to training on unconscious bias. • Exit interviews are conducted. Feedback is collated and practice improved in relation to issues of equality and diversity.

Appendix B

Definitions of Discrimination in Relation to Protected Characteristics:

For the purpose of this policy, the following definitions are applied.

All perceived discriminatory attitudes, practices and behaviours, both direct and indirect, will be addressed by the school and it is the responsibility of each individual within the school community to ensure that this happens. The school acknowledges and respects its duties under the Equality Act 2010 and the principles contained in the Universal Declaration of Human Rights. The School commits to upholding these at every level and to enhancing understanding of human rights with all stakeholders.

Characteristic	
Age	Prejudice and discrimination based on age is when you are treated differently because of your age. The treatment could be a one-off action or as a result of a rule or policy based on age. It doesn't have to be intentional to be unlawful. The Equality Act has some exceptions. For example, students are not protected from age discrimination at school as schools are legitimately organised into year cohorts.
Disability	A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Those with a disability must not be discriminated against, directly or indirectly. Equality law recognises that bringing about equality for disabled people may mean changing the way in which employment or education is structured, the removal of physical barriers and/or providing extra support for a disabled worker or student. This is the duty to make reasonable adjustments. The duty to make reasonable adjustments aims to make sure that, as far as is reasonable, a disabled worker or student is included as far as is possible as a non-disabled person. In education, there are also further rights that children and young people with a learning disability have: the right to have 'reasonable adjustments' made to ensure that they are not at a substantial disadvantage compared with their peers and the right to have discrimination eliminated, equality of opportunity promoted and good relations fostered between themselves and children and young people without a disability. This should be enabled by the school. In certain circumstances SEND Code of Practice places a duty on schools to make reasonable adjustments for those students or prospective students who have a disability. If the school doesn't cooperate with their duty to make reasonable adjustments, under the Equality Act 2010 this is considered unlawful discrimination.
Gender Reassignment	The provisions made in the Equality Act 2010 to prohibit discrimination against a person on the basis of their gender includes transgender people who do not identify within the gender binary. A reference to a transgender person is a reference to a person who has the protected characteristic of gender reassignment. In order to be protected under the Act, a person will not necessarily have to be undertaking a medical procedure to change physiological or other aspects of their sex, but must be taking steps to live as an opposite gender, remain within their gender or are proposing to do so. The Act also protects those who are undergoing the process of gender reassignment. A person has the protected characteristic of gender reassignment in law, if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning or affirming the person's gender by changing physiological or other attributes of sex.
Marriage and Civil Partnership	The Marriage (Same Sex Couples) Act 2013 redefined marriage in the law of England and Wales. It is no longer restricted to a union between a man and a woman, but now includes a marriage involving a same-sex couple. Same-sex couples may also choose to have their relationships

	legally recognised as a 'civil partnership'. Although the protected characteristics of marriage and civil partnership do not apply to schools in relation to their provision for students, it does apply to schools as an employer.
Pregnancy and Maternity	A person who is pregnant, has recently given birth or is breast-feeding is protected against discrimination or unfair treatment by the Equality Act 2010. In the terms of the act, pregnancy is the condition of being pregnant and maternity is the period after giving birth. In a work context, maternity discrimination includes treating a person less favourably than their colleagues because they are breast-feeding. The act may also apply to a student who is pregnant. In this case, the School has a legal requirement to ensure equal treatment of the student in all aspects of school life.
Race	In the context of the Equality Act, race refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race. A racial group can be made up of two or more distinct racial groups, for example Black Britons, British Asians, British Sikhs, British Jews, Romany Gypsies and Irish Travellers. Racism is when you are treated differently because of your race. It can be particularly damaging where the perpetrator is in a position of power. The Equality Act 2010 says you must not be discriminated against because of your race. It is possible to be discriminated against because of one or more aspects of your race, for example people born in Britain to Jamaican parents could be discriminated against because they are British citizens, or because of their Jamaican national origins.
Religion and Belief	Religion refers to any religion, including a lack of religion. Belief refers to any religious, philosophical or secular belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. People have legal protection from being discriminated against because of religion or belief, or lack of religion or belief, under the Equality Act 2010. They also have an absolute right to hold a religion or belief under Article 9 of the Human Rights Act 1998. The Equality Act 2010 prohibits discrimination against people because they are (or are not) of a particular religion; hold (or do not hold) a particular philosophical belief; or someone thinks they are of a particular religion or hold a particular belief. The Act says that a philosophical belief must be genuinely held and more than an opinion. It must be cogent, serious and apply to an important aspect of human life or behaviour. The Children Act 2004 provides that parents/carers have a right to choose their child's religion, at least until they are competent enough to choose their own. They also therefore have the right to withdraw their child from religious activities taking place including within the school curriculum, Philosophy, Religion and Ethics and collective worship. Parental responsibility is defined in s.3 (1) of the Children Act 2004 to mean: "All the rights, duties, powers, responsibility and authority which by law a parent of a child has in relation to the child and their property". Parental responsibility is a concept which can be summarised in the notion that it is those with parental responsibility who have the power and responsibility to determine how a child is brought up, including their religion and belief and gives those with parental responsibility the legal authority to make reasonable decisions about important aspects of their child's life on this basis.
Sex	Sex discrimination is when you are treated differently because of your sex either directly or indirectly. In the Equality Act, sex can mean either male or female, or a group of people like men or boys, or women or girls. Sex does not pre-determine gender identity and some people do not identify within the gender binary at all. Sexual harassment is when someone makes you feel humiliated, offended or degraded because they treat you in a sexual way. This is known as 'unwanted conduct of a sexual nature' and covers verbal and physical treatment, like sexual comments or jokes, touching, or assault. It also covers upskirting, sending emails, text messages or voice notes of a sexual nature, posting

	<p>inappropriate or pornographic video/images on social media and the display of pornographic images in any form.</p> <p>The Act also protects people from discrimination on the basis of the pronouns they choose to be addressed by.</p>
<p>Sexual Orientation</p>	<p>The Equality Act 2010 protects a person from direct discrimination on the basis of their sexual orientation. The Equality Act 2010 says you must not be discriminated against because you are heterosexual, gay, lesbian or bisexual or any other sexual orientation or because someone thinks you have a particular sexual orientation (this is known as discrimination by perception) or you are connected to someone who has a particular sexual orientation (this is known as discrimination by association). In the Equality Act, sexual orientation includes how you choose to express your sexual orientation, such as through your appearance or the places you visit.</p>

Appendix C: Glossary

CAMHS	Children and adolescent mental health services
Designated Safeguarding Lead (DSL)	A senior member of staff from the School Leadership Team. The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection (including online safety).
Disadvantaged	1. Lacking in the basic resources or conditions (such as standard housing, medical and educational facilities, and civil rights) believed to be necessary for an equal position in society (Merriam-Webster) 2. Students who attract Pupil Premium funding (DfE)
Determination	The law requires all schools that do not have a religious foundation to provide "a daily act of collective worship" for all pupils in the school, other than those withdrawn at the request of their parents. Where a Head Teacher considers that the requirement to provide worship that is wholly or predominantly Christian could conflict with the requirement to provide worship that accords with the family backgrounds of pupils, schools can apply for a determination to lift or modify the requirement.
EAL	English as an Additional Language
Education Inspection Framework	The Education Inspection Framework sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England.
EHCP	Education Health Care Plan : An Education, Health and Care Plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. The EHCP identifies educational, health and social needs and sets out the additional support to meet those needs.
Equal	Like for each member of a group, class, or society. (Merriam-Webster)
Equality	The quality or state of being equal. (Merriam-Webster)
Equality Act 2010	Law enacted in the UK in 2010 to harmonise discrimination law, and to strengthen the law to support progress on equality. The Act applies in England and Wales with some provisions applicable in Scotland and Northern Ireland
FSM	Free School Meals
Gender	Refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time. (World Health Organisation).
Homophobic / Homophobia	Irrational fear of, aversion to, or discrimination against homosexuality or gay people. (Merriam-Webster)
HR	Human Resources
Islamophobia	Irrational fear of, aversion to, or discrimination against Islam or people who practice Islam (Merriam-Webster)
Key Stage 4	Years 10 and 11
LA	Local Authority i.e. London Borough of Newham
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer, and/or Questioning plus other groups

	<p>such as pan sexual, non binary, intersex and asexual.</p> <p>The DfE refers to 'LGBT' in its guidance. We've chosen to use the term 'LGBTQ+', because this abbreviation appears to be most inclusive and commonly used by the community.</p>
Microaggression	Microaggression is a term used for commonplace daily verbal, behavioural or environmental slights, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatised or culturally marginalised groups.
National Curriculum	This sets out the programmes of study and attainment targets for all subjects at all 4 key stages
OFSTED	Office for Standards in Education, Children's Services and Skills
Prior Attainment	A student's attainment at an earlier Key Stage. GCSE results at the end of Key Stage 4 are evaluated against student's Key Stage 2 outcomes.
Protected Characteristics	Protected characteristics are personal attributes of an individual which are protected in law under the Equality Act 2010
Pupil Premium	Specific funding is allocated to schools based on the number of students who have been eligible for free school meals in the past, synonymous with the term "disadvantaged".
Responsible Body	The "responsible body" is the governing body or the Local Authority for maintained schools in England and Wales.
RSHE	Relationships, Sex and Health Education
SEND	Special educational needs and disability Code E: Those students with an EHCP (See EHCP) Code K: SEN Support
Sex	Refers to the different biological and physiological characteristics of females, males and intersex persons, such as chromosomes, hormones and reproductive organs. (World Health Organisation).
SIP	School Improvement Plan
SMSCD	Spiritual, Moral, Social and Cultural Development
TAC	Team Around the Child
Teachers' Standards	These standards set the minimum requirements for teachers' practice and conduct.
Transphobic	Irrational fear of, aversion to, or discrimination against transgender people. (Merriam-Webster)
Vulnerability	Capable of being physically or emotionally wounded and/or open to attack or damage. (Merriam-Webster)

Appendix D

Framework for Consultation.

The aim of our consultation is to support the development of a shared set of values between stakeholders and the School and to ensure that everyone understands the aims of the policy and the expectation for the role they have within the policy.

Consultation allows us to formally discuss and review the development of the policy with stakeholders. We view consultation in this case as a way of engaging with them and gathering their views so we might involve them in the design of this policy and collectively agree our vision through the design of our equality objectives for 2023 - 2027.

In the design of this policy consultation was carried out with the following stakeholders:

- Governing Board,
- Parents/Carers,
- Support staff,
- Students,
- Teaching staff,
- Unions - including - NEU, NASUWT, ASCL, GMB, Unison,
- Wider community consultation (detailed on page 29).

In most cases, the consultation took the form of an online survey. This is with the exception of the wider community consultation group and the unions. Unions were supported by the Senior Employee Relations Advisor at The Education Space. The wider community group was supported by the Director of Newham Religious Education, School Council and PSHE. Both were supported to offer formal written feedback on the policy document.

Timeline of formal Consultation

Process	Date
Formal notification of draft policy consultation to staff and all governors along with staff and governor CPD on the Equality Act 2010 and the public sector duty as pertains to schools.	Monday 27th February at a formal meeting from 4.00 - 5.00pm.
Formal notification of draft policy consultation to parents/carers. Note: We also offered support with understanding the draft policy in the community language if required.	Tuesday 28th February via email including a draft policy and information sheet.
Formal notification of draft policy consultation to the School Council including the Student Leadership Team.	Tuesday 28th February Students were supported to understand the draft policy section by section.
Formal notification of draft policy consultation to unions including ASCL, GMB, NASUWT, NEU, Unison.	27th February 2023
Formal 4 week consultation period with individual feedback via a google form. Individual feedback from the unions was submitted via Email Unions were also offered the opportunity to request to meet with HR to consult further.	Staff & governors: 27.02.23 - 27.03.23 Parents/carers: 28.02.23 - 28.03.23 Students: 28.02.23 - 28.03.23 Unions: 27.02.23 – 27.03.23
Deadline for submission of consultation feedback	Staff & governors: 27.03.23 Parents/carers: 28.03.23 Students: 28.03.23 Unions: 27.03.23

Collation of consultation responses/comments raised during the consultation period.	29.03.23 - 26.04.23 (note Easter holiday)
Governing Board working party convened	By 27.03.23
Policy review group meeting to present the outcomes of the consultation.	Papers distributed on 27.04.23 Meeting 05.05.23, 09.15 - 14.30
Redrafting of the policy	04.05.23 - 19.05.23
Final version of policy distributed for final reading.	19.05.23
Final Policy review group meeting.	Papers distributed on 19.05.23 Meeting 22.05.23, 13.45 - 17.30
Final version of policy ratified by Governing Board, London Borough of Newham, Newham HR.	08.06.23 - Extraordinary FGB convened
Policy issued to staff, students and parents/carers	19.06.23, Staff meeting 4.00 - 5.00pm 23.06.23, Policy uploaded to website and emailed to parents/carers September 2023 launch to students via tutor time with resources.

Outcomes of the Consultation

Participants were invited to rank their satisfaction on a seven point scale. They were also invited to provide written feedback. All feedback was considered by the working party group. Participation was as follows:

Consultation Responses

Stakeholder Group	Number of responses	%
Student Council / Student Leadership Team	23	92%
Parents and Carers	7	0.5%
Governors	3	33%
Teaching Staff	20	17%
Support Staff	21	26%
Union	1	20%
Community	9	82%

Written consultation feedback from the wider Community was received from:

- Chair and Vice Chair of Newham SACRE,
- Education for Change,
- Inclusion in Schools,
- 2 x LGBTQ+ Educationalists based in Newham,
- Muslim Teacher Association,
- 2 x Newham Councillors (Education Leads).

In addition to the written feedback received, other participants were invited to rank their satisfaction with each section. Outcomes are detailed below. All consultation outcomes including written feedback were taken into account by the Policy Review Meeting Group. This included the Governing Board Working Party and the School's Leadership Team. The group were advised by *the* Senior Employee Relations Advisor at The Education Space, the Director of Newham Religious Education, School Council and PSHE and Ms Tanya Callman, EduLaw Chambers & EduLaw Training.

1= Strongly Disagree
2= Disagree
3= Somewhat Disagree
4= Neither Agree nor Disagree
5= Somewhat Agree
6= Agree
7= Strongly Agree

	Student Average	Parent/Carer Average	Governor Average	Teaching Staff Average	Support Staff Average	Total Average
Introduction	7	6	6	6	7	6
Equality Statement	7	6	6	6	6	6
Aims	7	5	6	6	6	6
Development of the Policy	6	5	5	6	6	6
Related Policies	7	6	7	6	6	6
Legislation and Guidance	7	5	6	6	6	6
Forms of Discrimination	6	5	7	6	6	6
Roles and Responsibilities	7	5	6	6	6	6
Recognising and Dealing with Incidents of Prejudiced and Discriminatory Behaviours	6	5	6	6	6	6
Recording and Monitoring of Incidents	7	6	5	6	6	6
Eliminating unlawful discrimination, harassment and victimisation	6	5	6	6	6	6
Advancing Equality of Opportunity	6	5	7	6	6	6
Fostering Good Relations	6	5	7	6	6	6
TARGET 1 Equality Objectives 2023-2027	7	6	7	6	6	6
TARGET 2 Equality Objectives 2023-2027	7	4	6	6	6	6
TARGET 3 Equality Objectives 2023-2027	7	5	7	6	6	6
TARGET 4 Equality Objectives 2023-2027	7	5	6	6	6	6
TARGET 5 Equality Objectives 2023-2027	7	5	7	6	7	6
Implementation	7	5	7	6	7	6

	Student Average	Parent/Carer Average	Governor Average	Teaching Staff Average	Support Staff Average	Total Average
Monitoring the Policy's Impact	6	5	6	6	6	6
Reporting	6	5	7	6	6	6
Monitoring and Review	7	5	7	6	6	6
Age	7	5	6	6	6	6
Disability	7	6	7	6	6	6
Gender Reassignment	6	4	7	6	6	6
Marriage and Civil Partnership	6	4	7	6	6	6
Pregnancy and Maternity	6	5	7	6	6	6
Race	7	6	7	6	6	6
Religion and Belief	7	6	7	6	6	6
Sex	6	4	7	6	6	6
Sexual Orientation	6	5	6	6	6	6
Draft Equality, Inclusion and Diversity Objectives Action Planning 2023-27 AIM 1	7	5	7	6	6	6
Draft Equality, Inclusion and Diversity Objectives Action Planning 2023-27 AIM 2	7	4	7	6	6	6
Draft Equality, Inclusion and Diversity Objectives Action Planning 2023-27 AIM 3	7	5	6	6	6	6
Draft Equality, Inclusion and Diversity Objectives Action Planning 2023-27 AIM 4	7	5	7	6	6	6
Draft Equality, Inclusion and Diversity Objectives Action Planning 2023-27 AIM 5	7	5	7	6	6	6