



EQUALITY, DIVERSITY AND INCLUSION POLICY

This policy relates to all sections and activities of the school e.g. the Senior School, the Junior School (including EYFS), Wrap Around Care, Offsite Activities and School run Holiday Activities or Clubs. All members of the School and visitors are expected to show mutual tolerance, respect and understanding.

1 AIMS AND OBJECTIVES

- 1.1** Red House School is committed to being inclusive as we see diverse population of both pupils and staff as one of the School's greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all the School's activities. This policy applies equally to staff, pupils, parents and visitors to the School.
- 1.2** In applying this policy, Red House School will not unlawfully discriminate in respect of any of the protected characteristics defined in the Equality Act (2010) and specified below:
- Age
 - Disability
 - Gender reassignment
 - Pregnancy and maternity
 - Race (including ethnic or national origins, colour or nationality)
 - Religion or belief (including lack of belief)
 - Sex
 - Sexual orientation
- 1.3** Red House School aims to provide a welcoming, supportive and emotionally and physically secure learning and working environment for every member of the school community. We seek to create an environment where all pupils are valued equally, where members of staff demonstrate personal commitment to that principle, and where all pupils are taught to do the same. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.
- 1.4** The purpose of this policy is to encourage positive attitudes to gender, cultural diversity and special needs of any kind. The School aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote pupil and staff wellbeing and help everyone achieve their full potential.
- 1.5** We celebrate diversity within the school through religious assemblies, Religious Studies and our PSHE and RSE programmes and we show respect for all minority groups. In addition, the policy encourages the empowerment of individuals so that they take the opportunities available irrespective of their age, gender, race, social background, ability (including specific learning difficulties), religion, sexuality, gender reassignment, pregnancy or maternity. It is important to us, however, that no one individual's rights may be exercised in preference to another's.

2 ETHOS AND VALUES

- 2.1** The ethos of the school supports equality of opportunity by countering stereotypes and prejudice and helping children to accept and understand social diversity, which helps to engender a positive, calm and respectful teaching and learning environment.
- 2.2** Red House is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the nurturing and development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive.
- 2.3** The school is committed to ensuring that the working environment is free from discrimination, harassment, bullying, vilification and victimisation. Mutual tolerance and positive attitudes are fostered so that

everyone can feel valued within the school and pupils are taught to respect others and to value the different contributions that everyone can make.

2.4 At Red House, we aim to promote inclusion and tackle any form of discrimination and actively promote harmonious relations in all areas of school life and with our key partners such as parents and other schools. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

2.5 The School is resolutely committed to the promotion of equality and the creation of learning communities free from intolerance, discrimination and unconscious bias. We are clear that ethnicity is a protected characteristic and we support the Black community in the struggle against racism and in tackling matters of inequality.

2.6 We aim to:

- Provide a secure environment in which all our children can thrive and achieve all of the outcomes of Keeping Children Safe in Education (September 2024).
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging.
- Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide and promote positive non-stereotyping information about the diversity of our society, actively challenge discrimination and disadvantage and ensure we learn from these experiences.
- Embed inclusion through all our activities.

2.7 To achieve these aims we will:

- Involve all members of the Red House School community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- Publish and share our policies and progress with the whole community.
- Collect and analyse data to monitor potential disadvantage.
- Provide for pupils' diverse needs and learning styles, overcome any potential barriers to learning.
- Make explicit and implicit provision in the wider school curriculum to promote and celebrate diversity.
- Operate a clear zero tolerance policy towards abusive or discriminatory behavior.
- Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and tackle discrimination.

2.8 Wherever significant decisions are being made or policies developed, consideration is given to equality implications. Furthermore, equality duties and relevant information are actively considered by the Senior Management Team and the Board of Governors.

3 RESPONSIBILITIES

3.1 The Board of Governors and the Senior Management Team have responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School. However, each member of the School community is responsible for preventing discrimination, embracing diversity and upholding equality of opportunity.

3.2 The Board of Governors has set out its commitment to equality, diversity and inclusion in this policy statement and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality. It is the Board of Governors' responsibility to:

- Role model inclusive behaviour and practice.
- Ensure that the School complies with equality legislation in all of its key policies.
- Ensure that the School's policy is monitored for effectiveness.
- Be involved in dealing with serious breaches of the policy.

3.3 It is the Head's responsibility to:

- Ensure implementation of this policy and its and procedures.
- Ensure that all staff are sufficiently aware and trained within equality & diversity.
- Actively challenge and take appropriate action in any cases of discriminatory practice.
- Have procedures in place to deal effectively with any reported incidents of discrimination, victimisation or harassment.
- Ensure that all visitors and contractors are aware of, and comply with, this policy.

3.4 It is the responsibility of the Senior Management Team to assist the Head and the Board of Governors in the active implementation of this policy. This will be done by actively managing the implementation of, and compliance with, this policy by all staff and pupils.

3.5 It is the responsibility of all members of staff to follow this policy and to report any breaches of this policy to the Head. In particular, all staff should:

- Positively role model inclusive behaviour.
- Actively challenge any forms of discrimination, victimisation, harassment or bullying.
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture.
- Promote equality and good relations and not discriminate on grounds of 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.
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society.
- Keep up to date with equality legislation, development and issues.
- Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

3.6 All pupils will:

- Be expected to take responsibility for their actions.
- Have equal access to the curriculum programmes of study and all non-compulsory courses, according to aptitude and ability.
- Be encouraged through PSHE, RSE, Tutor Time and assemblies to develop positive attitudes towards equality of opportunity.

4 LEGAL FRAMEWORK

4.1 Discrimination can take the following forms:

- Direct Discrimination - This occurs where a person is treated less favourably than others because of their (or a family members) actual or perceived protected characteristic.
- Indirect Discrimination - This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate or unpreventable way of achieving a legitimate aim.
- Victimisation - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
- Harassment - This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.

4.2 The legal and local framework for this policy is:

- Equality Act (2010)
- Department of Education Guidance on the Equality Act (2010)
- Children Act (2004)
- Education and Inspections Act (2006)
- Duty to Promote Community Cohesion, Education and Inspections Act (2006)

5 MONITORING

5.1 The monitoring of such a policy may be subjective as a change in attitude is difficult to quantify. However, in order to demonstrate that the school is aware of its legal requirements and that it is determined to comply with them, policies will be updated regularly and the Head will remind staff at the start of each new academic year of the Equality, Diversity and Inclusion Policy and the School's adherence to it.

5.2 All members of the teaching staff should monitor their teaching materials and, where possible, reject those not conforming to the policy. The Deputy Head (Head of the Senior School), as RSE and PSHE Lead, audits the PSHE and RSE programmes for the whole school, to ensure that the pastoral curriculum fosters equal opportunities.

5.3 This policy will be reviewed by the Head and ratified by the Board of Governors on an annual basis.

6 EVALUATION

6.1 It is the responsibility of the Board of Governors to monitor the effectiveness of this Equality, Diversity and Inclusion Policy.

6.2 The Governing Body does this by:

- Ensuring that an Equality, Diversity and Inclusion Policy is available to all on the School's website.
- Including an Equality statement in all recruitment materials.

- Requiring the Head to check all written communications for any discriminatory content.
- Requiring Heads of Departments, Key Stage Coordinators, Subject Leads and teaching staff to be responsible for checking the content of schemes of work and materials.
- Monitoring the recruitment and management system.

7 WIDER SCHOOL POLICIES

7.1 The Equality, Diversity and Inclusion Policy should be read in conjunction with the following School policies:

- Admissions
- Curriculum
- English as an Additional Language (EAL)
- SEND
- Anti-Bullying
- Complaints
- Child Protection (Safeguarding)
- Child Protection (Suitability of Staff)
- RSE
- PSHE

8 BREACHES OF THE POLICY

8.1 All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Head and through her to the Board of Governors.

9 COMPLAINTS

9.1 We hope that staff, parents and pupils do not have any complaints about the operation of our Equality, Diversity and Inclusion Policy. However, if you believe that you have received less favourable treatment on any of the unlawful grounds a question or complaint arises it should be directed to the Head.

Reviewed by: Dr R Ashcroft
November 2024

Ratified by: The Board of Governors
November 2024