
 HOLYPORT COLLEGE	Equity, Diversity and Inclusion Policy	
	Effective Date: 06 Nov 2014	Version No: v1.3

Title	<h2 style="color: #008080; text-align: center;">EQUITY, DIVERSITY AND INCLUSION POLICY</h2> <p style="text-align: center;">Incorporating the College Anti-Racist Education: Learning Statement</p>
Person responsible for policy formulation, implementation, maintenance and evaluation	Assistant Head Curriculum Support
Persons consulted	Senior Leadership Team GWC FGB
Adopted by Governors on	June 2024
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REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed by	Date
v1.0	Nov 2014	New Policy	FGB	
V1.1	May 2017	Full review		
V1.2	Nov 2020	Full review	GWC	05.11.2021
V1.3	June 2024	Full review	SLT GWC FGB	10.06.2024 17.06.2024 June 2024


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POLICY DOCUMENT ANNUAL REVIEW

This Policy document is subject to a periodic review by Holyport College that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. Holyport College reserves the right to amend this Policy by notice following such review in circumstances in which it considers such changes to be necessary or appropriate.

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INTRODUCTION

Holyport College is committed to being inclusive. We see our diverse population of both student and staff as one of the school's greatest strengths. In order to ensure everyone can thrive and meet their full potential, we actively promote equality of opportunity, which embraces all aspects of school life.

The College aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- **Eliminate discrimination** and other conduct that is prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations across all characteristics** – between people who share a protected characteristic and people who do not share it

This policy applies equally to current and prospective members of the school community, including parents.

This policy is made available on the school website and can be printed on request. All school policies can be made available in large print or other accessible formats if required

The College is committed to a zero-tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the protected characteristics – Equality Act 2010 (www.legislation.gov.uk/ukpga/2010/15/section/4)

- Age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex, sexual orientation


LEGISLATION AND GUIDANCE

This document meets the requirements under the following legislation:

The Equality Act 2010 which introduced the Public Sector Equality Duty and protects people from discrimination

The Equality Act 2010 (Specific Duties) Regulations 2011, which requires schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

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ROLES AND RESPONSIBILITIES

The Governing Body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head

The EDI link governor is Sue Dudley. They will:

- Meet with the designated member of staff for EDI every term and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they are familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The Head will:


- Ensure that the importance of equity and diversity is given a high profile and regularly reinforced to staff and pupils
- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for EDI is Alex Jeffery. They will:

- Support the Head in promoting knowledge and understanding of the equity objectives among staff and pupils.
- Meet with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs and deliver training as necessary.

All staff have the responsibility to:

- Positively role model inclusive behaviour

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- Actively challenge any forms of discrimination, victimization, harassment or bullying
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the College's culture
- Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources


ELIMINATING DISCRIMINATION: AIMS AND VALUES

Discrimination can take the following forms:

1. **Direct Discrimination** – This occurs where a person is treated less favourable than others because of their (or a family member's) actual or perceived protected characteristic.
2. **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 means of achieving a legitimate aim.
3. **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 to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
4. **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.
5. **Disability Discrimination** – This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

The College will:


1. Comply with the College's equality obligations contained in the Equality Act 2010
2. Eliminate unlawful discrimination on the grounds of any of the protected characteristics
3. Treat all members of the College community with respect and dignity and seek to provide a positive working and learning environment free from discrimination

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4. Afford all pupils access to educational provision, including all benefits, services and facilities irrespective of any protected characteristic, subject to the College's obligations under the Equality Act 2010 and considerations of safety and welfare
5. Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special additional needs, or because English is an additional language
6. Provide a secure environment in which all our students can thrive and achieve all of the outcomes of Keeping Children Safe in Education
7. Provide a learning environment where all individuals feel valued and feel they have a sense of belonging
8. Educate students in a multicultural, anti-racist environment using the curriculum, assemblies, PSHE programme and external speakers to promote understanding and appreciation of other faiths, races and cultures
9. Prepare students for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community
10. Actively challenge discrimination and ensure that all members of the College community learn from these experiences
11. Foster a culture which promotes openness and encourages pupils to come forward if they have experienced discrimination
12. Ensure that all staff are aware of their responsibilities to promote equality of opportunity and are given appropriate training and support

To achieve these aims we will:

- a. Involve, where reasonably practical, all members of the College community in the development, review, evaluation and impact assessment of all relevant improvement plans, policies and procedures
- b. Publish and share school policies to the whole College community
- c. Collect and analyze data (such as admissions data and examinations results) to monitor any potential disadvantage amongst the study body
- d. Help to overcome any potential barriers to learning by providing for student's diverse needs, including any curriculum support needs and/or disabilities a pupil may have
- e. Ensure the wider school curriculum promotes and celebrates equality and diversity
- f. Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
- g. Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination

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- h. Provide and promote positive information about the diversity of UK society
- i. Review, monitor and evaluate the effectiveness of inclusive practices
- j. Ensure new staff receive training on the Equality Act as part of their induction and all staff receive refresher training
- k. Embed inclusion through all our activities

ADVANCING EQUALITY OF OPPORTUNITY

As set out in the DfE guidance on the Equality Act, the College aims to advance equality of opportunity by:

- Removing or minimizing disadvantages suffered by people that are connected to a particular characteristic they have (e.g. students with disabilities or gay students who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of co-curricular societies)


In fulfilling this aspect of the duty, the College will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyze the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data any issues associated with particular protected characteristics, identifying any issues which could affect our own students

FOSTERING GOOD RELATIONS

The College aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RS and PSHE, but also activities in our curriculum areas. For example, as part of

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teaching and learning in English, students will be introduced to literature from a range of cultures

- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of students within the school. For example, our student leadership team has representative from different year groups and is formed of pupils from a range of backgrounds.
- Developing links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

EQUALITY CONSIDERATIONS IN DECISION-MAKING

The College ensure it has due regard to equality considerations whenever significant decisions are made. The College always considers the impact of these decisions on particular groups. For example, when a school trip or activity is being planned, the college considers whether the trip:

- Impacts any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

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ANTI-RACIST EDUCATION: LEARNING STATEMENT

PRINCIPLES AND OBJECTIVES

At Holyport College we believe that:

- All pupils are damaged by the holding of racist views;
- All pupils have the right to access culturally diverse learning opportunities;
- The College is proactive in promoting race equality, including a curriculum which promotes cultural diversity and prevents racism and using education to challenge the ignorance which lies at the root of prejudice and racism;

RESPONSIBILITIES

The Governing Body will be responsible for:

- Monitoring records of racist incidents.

The Designated Safeguarding Lead will be responsible for:


- Monitoring the implementation of the statement and communicating its implications to pupils, parents, staff, governors and the local community;
- Ensuring that records are correctly maintained and reported to the Governing Body;
- Co-ordinating support from the Local Authority (the Royal Borough of Windsor and Maidenhead) and other agencies where appropriate;
- Co-ordinating review and feedback from other staff and pupils;

DEFINITIONS AND COVER

A racist incident is any incident which is perceived to be racist by the victim or any other person. (This definition is that used in the MacPherson Report). Some common forms of racist incidents are Racist name calling, bullying, graffiti and slogans.

This statement covers:

- Pupils: our curriculum will strive to equip pupils to take part fully in the world of the future by heightening their awareness of cultural diversity and by challenging racist attitudes;
- Staff: all staff will be fully aware of the implications of our anti-racist policy and will recognise their duty to implement it;
- Governors: support the Founding Head Master in the implementation and monitoring of this policy's effectiveness, receiving regular reports on the number and nature of racist incidents at the College;
- Parents: admissions information, the College brochure/prospectus and home/school agreements will include a declaration of our anti-racist intent.

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RECORDING AND REPORTING

- The Governors have adopted the RBWM’s recommended format for recording racist incidents;
- Pupils will be encouraged to report any racist incident to the person responsible for them at the time. That member of staff should begin to resolve the incident by indicating to the perpetrator that their behaviour is unacceptable, and by ensuring the safety of the victim;
- That member of staff will report the incident to the Head or another Senior Leader who will follow the recording and reporting procedures, and note the action to be taken by the school;
- Any incidents arising will be reported to parents of pupils involved, the College Governors and the RBWM.

TRAINING

The College will arrange for training to be provided for any member of staff or the governing body who needs it to meet the requirements of this policy.

CURRICULUM

Curriculum planning is reviewed annually, with reference to this policy to ensure that:


- Sufficient opportunity is given for pupils to learn about a broad range of cultural influences and heritage and that all areas of knowledge and understanding have been shaped by contributions from people of all races and cultures;
- Teachers are offered regular opportunities to construct learning activities which directly challenge racist attitudes and behaviour;
- Positive attitudes to ethnic difference, culture and race equality are encouraged through planning and teaching methods, supported further by RE, Personal Development and assembly topics;
- Where there are limited opportunities for pupils to regularly meet people from diverse cultural traditions, other resource and sources of information are carefully chosen to reflect cultural diversity and enrich pupils’ experiences.

PERPETRATORS

The College’s aim is to educate, and build towards more harmonious relationships. We recognise that pupils may be influenced by the outside world and the media and may not have a full understanding of the implications of their actions. We expect the perpetrator to apologise to the victim if this can be done without causing further distress;

The College will explain to perpetrator(s) why their behaviour is unacceptable, contrary to school policy and against the law

Advice from and involvement of external agencies, including Thames Valley Police will be sought if necessary

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MONITORING ARRANGEMENTS

The College Governing Body ‘General Welfare Committee’ (GWC) will update the equality information we publish, at least every year.

This document will be reviewed by Assistant Head Curriculum Support at least every three years

This document will be approved by Senior Leadership Team, General Welfare Committee and FGB

LINKS WITH OTHER POLICIES

This document links to the following policies:

- Promoting Positive Behaviour Policy
- SEND Policy
- Risk Assessment
- Supporting students with medical conditions
- Special Educational Needs (SEN) Information Report
- Accessibility Plan
- Risk Assessment Policy
- Health and Safety Policy