THE ECCLESBOURNE SCHOOL

Learning Together for the Future

DIVERSITY, EQUALITY AND INCLUSION POLICY

July 2024

This Policy is ratified by the Governors' Students and Curriculum sub-committee.

This policy will be reviewed annually on or before July 2025

This is a non-statutory policy

Contents

1   Legal duties

1.1   At The Ecclesbourne School we welcome our duties under the Equality Act (2010) to eliminate discrimination, advance equality of opportunity and establish positive relations with regards to the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

1.2   The school welcomes its duty to promote community cohesion under the Education and Inspections Act (2006).

1.3   The school recognises that these duties reflect international human rights standards as expressed in the UN Convention of the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act (1998).

2   Guiding Principles

In fulfilling our legal responsibilities, we are guided by a number of principles:

2.1   **We recognise that all members of our community are of equal worth**:

- Whether or not they are disabled
- Whatever their race
- Whatever their sex and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual orientation

2.2   **We recognise and respect difference.** Treating people with differences does not involve treating them all the same. Our policies and procedures are adapted to take into account differences of life experience, outlook and background, and any barriers of disadvantage that might be faced by individuals.

2.3   **We develop positive attitudes and relationships, a sense of belonging in our school community, and look to celebrate difference**. Our policies and procedures are aimed at promoting:

- Positive attitudes to disabled people; positive relationships between disabled and non-disabled people; and an absence of discrimination, harassment, and victimisation of disabled people;

- Positive attitudes, relationships and dialogue between groups different from each other in terms of ethnicity, race, culture, nationality, national origin, belief or faith background; and an absence of racist and religiously motivated bullying incidents, be they physical, verbal or online;

- Mutual respect and good relationships between sexes; and an absence of misogyny, misandry, sexual harassment, and victimisation because of sex;

- Positive attitudes towards transgender people; and an absence of discrimination, harassment, and victimisation because of gender identity.

2.4   **We follow good equalities practice in staff recruitment, retention and development**. We ensure that policies and procedures benefit all employees and potential employees, for example, in recruitment and promotion, and in continuing professional development whatever the characteristics of the individual.

2.5   **We base our policies and practice on evidence and consultation**. The Head of DEI receives regular training from a range of providers to ensure an evidence-based approach. We consult staff, parents and students to ensure that those who are affected by a policy or activity are involved in its development.

2.6   **We work towards measurable equality objectives**. The objectives take into account the consultation with stakeholders and national and local priorities and issues as appropriate. Our equality objectives are integrated into our WSIP. We regularly review our progress against our Equality Objectives and report annually on our progress towards achieving them.

2.7.   **We believe that our equalities work should benefit society as a whole.** Our policies, procedures and activities aim to benefit society as a whole, both locally and nationally, by fostering greater social cohesion. Our equalities work is inherently linked with a number of our school aims:

- To provide access to a broad and balanced curriculum that develops the knowledge and skills students need to thrive now and for a fulfilling future;
- To ensure students feel valued, value others and learn to work together to make a positive contribution;
- To ensure students stay safe and healthy in mind and body;
- To appreciate the spiritual, moral, social and cultural richness of the world at large.

3   Links to other policies

We ensure that the principles listed in section 2, above, are integrated into other relevant policies, plans and strategies, including:

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- CEIAG and Work Experience Policy
- Pupil Premium Strategy
- RSE Policy
- Safeguarding Policy
- SEND Policy
- Tacking Extremism and Radicalisation Policy

4   Addressing prejudice related incidents and bullying

4.1   The School is opposed to all forms of prejudice which stand in the way of us fulfilling our legal duties referred to in section 1.

4.2   There is guidance for staff on how prejudice-related incidents should be identified, dealt with and recorded. This guidance is part of the Staff Handbook, located on the Staff Portal and is referred to in the Behaviour Policy.

4.3 Teaching and support staff are trained on how to record prejudice-related incidents on My Concern and Sims. Data is analysed by the DSL and is a standing item in weekly SLT and PLT meetings. Patterns are identified and addressed.

4.4 Students are made aware through PDC, assemblies and tutor time, of the various ways that they can report prejudice-related incidents and bullying, for example, reporting to teachers, heads of year, pastoral support staff, Welfare Hub support workers, or anonymously through Tootoot.

5   Roles and responsibilities

5.1 The school's governing body responsible for ensuring that the School complies with legislation, and that this policy and related procedures are implemented.

5.2   There is a link governor for DEI who regularly meets with the Head of DEI to discuss the progress made towards achieving the School's Equality Objectives.

5.3.   The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of discrimination.

5.4   A member of SLT – Head of DEI – has day-to-day responsibility for co-ordinating the implementation of the policy.

5.5   All staff are expected to:
- Promote an inclusive and collaborative ethos in their classroom and around the school site;
- Deal with any prejudice-related incidents that might occur;
- Plan and deliver a curriculum that reflect the principles referred to in section 3;
- Support pupils in their classroom for whom English in an additional language;
- Close the gap between disadvantaged pupils and non-disadvantaged pupils, through quality first teaching and exploiting opportunities to promote cultural capital;
- Keep up-to-date with equalities legislation relevant to their own work.

6   Information and resources

6.1 This policy is found on the school's website and is known to all governors and staff and is accessible to parents.

6.2 All staff have access to a selection of resources on the Staff Portal which explain concepts related to DEI, such as a glossary of terms, meanings of acronyms; and gives suggested further reading materials.

7   Religious Observance

7.1 We respect the religious beliefs and practices of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

7.2 The wearing of religious symbols in accordance with a students' faith is permitted.

8 Staff development and training

8.1 The school ensures that all staff, including support staff and administrative staff, receive appropriate training and opportunities for professional development regarding DEI.

9 Breaches of this policy

9.1 Breaches of this policy will be dealt with in the same manner that breaches of other school policies are dealt with; as determined by the Headteacher and governing body.

10 Monitoring and evaluation

10.1 We gather quantitative and qualitative data related to the implementation of this policy and related activities; we analyse this data and make adjustments to our practice as appropriate.

10.2 We analyse achievement, assessment and attendance data according to sub-groups and adapt our practice as appropriate to ensure equity.

11 Appendix

Equality Objectives – 2024-2025

Equality Objective 1: To improve the progress of SEND (K) students to reduce the gap between those students and the rest of the cohort.

Protected Characteristic: disability

Reason for objective: GCSE attainment data (2023) indicates that SEND (K) students are making less progress compared to their peers. For SEND (K) students Progress 8 score was -0.46. For SEND (E) P8 was 0.5, for non-SEND it was 0.46 and for the whole cohort SEND 0.39.

Objective	Actions	Who will be involved	Timescale	Success Criteria
To improve the progress of SEND (K) students to reduce the gap between those students and the rest of the cohort	Attainment data analysed at data points during the year. Support provided by the Learning Support Department.	DRP (Assistant Head – SENDCo) HLG (Assistant Head – DEI) ALH (Data Manager)	Three data entries points during the year. Data reviewed by SLT then CLT and PLT	Reduce the Attainment 8 gap whereby SEND (K) students overall P8 is a positive number. N.B. There will be no Progress 8 data for

| | Interventions provided by faculties and teaching staff.

Individual faculties to have LSOs linked to them to create expertise in those subjects and thus are able to provide more meaningful support to SEND (K) students.

Staff training on adaptation.

Learning Support events: Buzz Day, LS Parents Evening

Reading programme: Catch Up Literacy, Buddy Reading | Heads of School

Heads of Year

Faculty Heads

Teaching staff

Learning Support Faculty

AAB – Literacy Co-ordinator | | 2025-6 as per DfE announcement. |
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Equality Objective 2: To improve the attendance of Pupil Premium students.

Protected Characteristic: not a specific PC

Reason for objective: Attendance data shows that a greater proportion of students who are PA are Pupil Premium, than are not. In 2022-23 there were 43% of pupil premium students had attendance <90%, for non-pupil premium students this was 35%.

Objective	Actions	Who will be involved	Timescale	Success Criteria
To improve the attendance of our Pupil Premium students	Attendance data analysed weekly, recorded in the SIP (our data	CLO (Assistant Head – DSL)

PLT | Weekly throughout the year | To reduce the PA of PP as much as possible. To be less than previous year |

	benchmarked against national picture) and discussed at PLT meetings. Ou Action plans created.			(43%) and to be in line with, or less, than national figures.
	A series of letter sent to families depending on context.	LMM (Pastoral Support Worker)	Letters sent termly, depending on context.	
	Attendance meetings arranged with families, LMM and Heads of Year.	PLT		
	Home visits.			
		LMM (Pastoral Support Worker)		

Equality Actions to Support Inclusion: 1: To promote student appreciation of different cultures, ethnicities and religions through our curriculum, assemblies and events.

Protected characteristics: sex, sexual orientation, religion, race

Reason for choosing this objective: behaviour data and Student Voice feedback indicates that the work the school has done on this area has had a positive impact. We need to embed strategies, including the use of the Inclusive Language Charter and our messaging to Be an Upstander.

Objective	Actions	Who will be involved	Timescale	Success Criteria
To promote student appreciation of different cultures, ethnicities and religions through our curriculum, assemblies and events.	Assembly rota to reflect diversity and inclusion.	PDO – Deputy Head (writes assembly rota)	Throughout the year	Assembly rota has DEI themes within it and is followed by all 'schools'
	Assemblies across the school to have similar messaging about our values.	PLT (write and deliver assemblies)		Assemblies written and delivered.
	Student leadership groups to lead on	HCW – Head of Sixth Form	Throughout the year	Curriculum is inclusive and audit evidences this.

	events and messaging	LRM – Student Council Lead		
		HEP – ABA Lead		
	CLT to contribute to a curriculum audit to evidence how it is inclusive. Expectation that this happens in all faculty areas and in each key stage.	Curriculum Leadership Team	To be completed Summer 2024.	Trips, visits and events take place and student feedback gathered to evidence their impact.
	Trips, visits and to be run which have an inclusive theme, such as Beth Shalom, visiting places of worship.	Heads of Subject Teaching Staff		ALL – behaviour data reflects that students are tolerant and respectful of differences

Equality Actions to Support Inclusion: 2: To consult with students and parents regularly to seek their feedback on our work on inclusion including through student WRATs, Student Panels, Parent/Carer Questionnaires, EAL learner profiles.

Protected characteristic: sex, sexual orientation, religion, race

Reason for choosing this objective: we have introduced a number of changes in recent years regarding our safeguarding work, our delivery of PDC and our 'messages' to students. We need to embed this and gather the views of our stakeholders to ensure that we share values and that what we do reflects the needs of the community.

Objective	Actions	Who will be involved	Timescale	Success Criteria
To consult with students and parents regularly to seek their feedback on our work on inclusion including through student WRATs, Student Panels, Parent/Carer Questionnaires, EAL learner profiles.	Parent questionnaire completed after parents evenings via Forms. Data collated by HLG and action plans generated based on results. Parent/carer questionnaire consulting about RSE provision. Answers	HLG (Assistant Head – DEI)	Throughout the year	A higher return of questionnaires than previous year to show greater engagement with parent body. Answers reflect that parents/carers share

	discussed with Students and Curriculum Governors Committee. Amendments made to RSE policy where appropriate.	HLG (Assistant Head – DEI)	January 2025	our values on RSE and how it is delivered in school.

A robust RSE policy which reflects the common values of governors, staff, teachers, parents/carers and students. |
| | Parent/carer questionnaire about PP provision sent.

WRATs in Terms 1, 3 and 6.
Face-to-face panels during Term 6. | HLG (Assistant Head – DEI) | July 2025 | A high return of responses. Useful suggestions for how to further improve support for PP students and families actioned.

All students have two WRAT interviews with their tutors. All follow-up requests actioned within one month. |
| | EAL learner profile completed Term 1 which required actions stemming from those conversations being communicated to staff. | CLO (Deputy Head – DSL)

HLG (Assistant Head – DEI) | Throughout the year

September 2024 | EAL provision is personalised according to student need. Staff are cognisant of their responsibilities regarding EAL learners. WRATs, attendance data, behaviour data and academic data indicate that EAL learners are making good progress and are happy in school. |

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Our DEI provision mapped against the PSED and the protected characteristics

	Duty 1: Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010.	Duty 2: Advance equality of opportunity between people who share a protected characteristic and those who do not share it.	Duty 3: Foster good relations across protected characteristics – between people who are a protected characteristic and people who do not share it.
Age **(in reference to adults)**	There is a wide range of ages amongst the staff body. Staff recruitment procedures ensure equality of opportunity.	Students from all year groups can belong to student leadership groups, such as Anti-Bullying Ambassadors, Well Being Ambassadors, etc. School events such as the House Plays and the School Production include students from all year groups.	Sixth Form students run the Community Tea Party for members of the local community who live in residential homes. Cross-age mentoring schemes in school, such as Peer Mentors, Subject Mentors and the House System fosters good relationships between year groups.
Disability	Accessibility needs are met through the facilities and layout of the site. Any discriminatory incidents are logged and are dealt with. The Learning Support Department creates individual Student Passports so teachers	All students are able to access the curriculum through adaptations that are made by curriculum leaders and teachers. All students are able to participate in extra-curricular activities.	The student code of conduct of the 4Cs include: co-operation, courtesy and community. These values are promoted in assemblies, Thoughts for the Day and in all behaviour management.

	know how to make learning accessible for all students. Additional training is provided to staff for improving practice in teaching students with visual impairments and hearing loss, for example.		
Gender reassignment	Staff recruitment procedures help ensure equality of opportunity. Any discriminatory incidents are logged and are dealt with.	The school promotes diversity, equality and inclusion in all of its policies and procedures.	The school celebrates difference through a range of events throughout the school year.
Marriage & Civil Partnerships **(in reference to adults)**	The school grants staff leave for their wedding or civil partnership. Staff recruitment procedures help ensure equality of opportunity.	The school promotes diversity, equality and inclusion in all of its policies and procedures.	A variety of staff social events are organised each year, some allowing partners to be included, others not.
Pregnancy and maternity	The school grants staff paternity and maternity leave. The school supports partners attending medical appointments during pregnancy. The school supports flexible working hours as far as possible for teachers returning from maternity leave and those with children.	The HR manager provides support to staff during pregnancy. Risk assessments are put in place where required.	The school promotes a supportive staff environment for staff through coaching. Staff cohesion is developed through an active Staff Social Committee and breakfast every week during Briefing.
Race	Any racist incidents are logged on sims and My Concern and are dealt with very seriously. Attainment is tracked according to ethnicities; all students make good progress irrespective of their ethnic background. Staff recruitment procedures help ensure equality of opportunity.	The PDC programme includes lessons on diversity and inclusion, with specific reference to race (as well as the other protected characteristics). We have a message of Be an Upstander so student call out any racism that they may witness. There are a range of	The school organises workshops for all year groups which promote cohesion and belonging. Assemblies explore themes around race, such as Stephen Lawrence Day, BHM, Martin Luther King Jr Day.

		reporting tools available to them to do this. Curriculum leaders exploit opportunities to include racial and ethnic diversity in their lessons; this is mapped through our SMSC provision document.	
Religion or belief	All students in KS3 have a weekly Religious Studies lesson. At KS4 Core RE is taught through the PDC programme. These curricular are designed so students have an awareness, appreciation and respect for people who hold a religious belief and those who do not.	Staff and students are allowed absence to celebrate religious festivals. Muslim students are given facilities in which to wash and pray during Ramadan. Allowances are made during the fast for activities such as PE.	Religious festivals are celebrated through assemblies. Curriculum leaders and subject teachers exploit opportunities to explore different beliefs and encourage respect between people of different faiths and no faith.
Sex	Any misogynistic incidents are logged on sims and My Concern and are dealt with very seriously. Attainment is tracked according to sex; the gap between male and female students is minimal. Staff recruitment procedures help ensure equality of opportunity.	The PDC programme includes lessons on stereotyping, prejudice and discrimination, with specific reference to sex (as well as the other protected characteristics). We have a message of Be an Upstander so student call out any misogyny that they may witness. There are a range of reporting tools available to them to do this. Curriculum leaders exploit opportunities to go against male/female stereotypes in their lessons.	The school organises workshops for all year groups which promote cohesion and belonging. Assemblies explore themes around sex, including International Women's Day.
Sexual orientation	Any discriminatory incidents are logged and are dealt with.	The school works hard to build positive relationships with all families, through Parent Information Evenings, face-to-face parents evenings and regular letters to parents	Our Pastoral Support Worker works with students and their families to remove any barriers to attendance and/or learning.

| | Staff recruitment procedures help ensure equality of opportunity. | informing them of their Head of Year contact.

The PDC curriculum addresses different family structures and topics related to sexual orientation. | All members of PLT are trained DSLs and work collaboratively to provide personalised support for students.

We have student leadership groups who raise awareness around sexual orientation, e.g. Diversity Group and organise school-wide events such as Community Week to celebrate difference. |
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