



## **The Ecclesbourne School**

### **Diversity, Equality and Inclusion Policy (DEI)**

**“Learning together for the future”**

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# **DRAFT**

**This policy was approved by the Governors on the XXX by the Chair of Trustees.**

**This policy will be reviewed annually on or before March 2024**

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## 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 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 or intersectionality 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

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

- Accessibility Plan
- Admissions Policy
- Alternative Provision Policy

- Anti-bullying Policy
- Behaviour Policy
- CEIAG and Work Experience Policy
- Pupil Premium Strategy
- RSE Policy
- Safeguarding Policy
- SEND Policy
- Tackling 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 policies 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 is 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 student's 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 the 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 2022-2023**

#### **1. Update Equal Opportunities policy to be called Diversity, Equality and Inclusion Policy**

DEI Policy

Reviewed by the Assistant Head  
Equality, Diversity and Inclusion

To be reviewed by March 2024

Reason for choosing this objective: We want our policy to reflect our aim of improving the feeling of inclusion and belonging for all members of the school community. The new policy will include the changing terminology around DEI.  
Actions: HLG to re-write DEI policy.

## **2. Appoint a leader of DEI**

Reason for choosing this objective: We want a clear vision for our DEI work across the school community. Having a member of SLT as lead on DEI shows our commitment to this area. The leader of DEI will coordinate the work done across the school in this area and work activity to promote and embed DEI strategies and initiatives.  
Actions: HLG appointed.

## **3. Actively promote student awareness of different cultures, ethnicities and religions through whole school events, workshops, assemblies and by adapting the PDC curriculum.**

Reason for choosing this objective: We want to be proactive and not reactive in our DEI work. We are an increasingly diverse community and we want students to understand, appreciate and celebrate difference.  
Actions: PDC curriculum updated, assemblies and Thought for the Day on DEI written and delivered, events organised; evaluation through staff voice and student voice.

## **4. Reduce the incidence of racist, homophobic and misogynistic language used by students across the school.**

Reason for choosing this objective: Student Voice (questionnaires and panels) suggests that the casual use of this language happens in person and online and isn't always reported. We want to instil in students the message of being upstanders not bystanders and for staff to be confident in the procedure in dealing with any incidents of this nature. We want to educate the perpetrators as part of the process of understanding difference.  
Actions: Zero tolerance approach to racist, homophobic and misogynistic language, new behaviour policy, restorative justice for perpetrators, consistent messaging to students on being an upstander through PDC and assemblies; workshop for Year 7 on being upstanders

## **5. Aim for a diverse and representative governor body consistent with a commitment to appoint on merit, the best qualified person for each position.**

Reason for choosing this objective: Our student body is becoming more diverse and we want our governing body, leaders and staff to reflect that diversity.  
Actions: review staff recruitment process

## **6. Close attainment gaps in attainment and achievement between students and groups of students, especially disadvantaged students, SEND students and those from ethnic minority groups.**

Reason for choosing this objective: We want all students to achieve to their full potential. We understand how intersectionality can impact on student achievement. We will actively seek to identify and overcome any such barriers to student achievement.  
Actions: See PP Strategy; see SEND policy; see objective three.