



Sunningdale School

Equality and Diversity Policy

Sunningdale School's Equality and Diversity policy outlines our commitment to integrate equality and diversity into all that we do and incorporates the statutory duties that we must meet as a school, an employer and a service provider. The policy details our vision to create environments where all people who are part of our school community feel comfortable and safe, and where the needs of that community are well understood and provided for.

We see this policy and associated documentation as one that belongs to the whole school community, which is why we have consulted with a range of stakeholders, including staff, pupils, parents, governors and groups that access the school. We acknowledge that it is very important for us all to work together in achieving our aim of being fully inclusive and accessible and ultimately in providing a quality learning experience for all our children and young people.

The Equality Act 2010

The Equality Act 2010 combined nine separate pieces of legislation into one single Act simplifying the law and strengthening it in important ways to help tackle discrimination and inequality. The Act introduced 9 protected characteristics;

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Race
- Religion and belief
- Sex
- Sexual orientation
- Pregnancy and maternity

The Act also specifies particular areas of protection e.g. in employment and within education and set out general and specific duties which schools must meet. The public sector Equality Duty consists of a general duty and some specific duties that are designed to help organisations meet their general duty.

The Equality Duty

As part of the Equality Act 2010, a new general **public sector equality duty** came into force in April 2011. This duty states that public bodies (which include schools), must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups
- The equality duty replaces the race, disability and gender equality duties and covers age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

Specific Duties require public bodies to:

- Publish relevant, proportionate information demonstrating compliance with the Equality Duty. Subsequently, the information must be published at least annually; and
- Set and publish first equality objectives which are specific and measurable.

Equality objective

Our primary objective is **to continue to develop and refine a curriculum based on the intent to narrow the gap in performance of disabled pupils.**

In the 2022-24 SDP*:

1. To further develop the school's approach to supporting Preparation for Adulthood outcomes for all pupils.
2. To develop an early intervention and support programme for families of pupils in EYFS.
3. Evaluate and extend the approach to parental support re: attendance & low-level concerns.
4. Develop the use of pupil Well-being champions across pathways to support pupils' confidence, resilience and emotional regulation.

We believe all pupils can **Be More**.

This will be different for every child. Believing that every child can *Be More* means that:

- We never underestimate a child's potential.
- Every child's potential will be different and individual to them.
- The aspirations for every child will be different and individual to them.

Because of this...

Every child's targets, curriculum, assessment and outcomes will be different and individual to them.

Who is protected under the Act?

Schools have obligations under the Act as:

- Employers and bodies which carry out public functions, and service providers.

Sunningdale School is committed to taking positive steps to ensure that

- All people are treated with dignity and respect
- Equality of opportunity and diversity is promoted
- Services are accessible, appropriate & delivered fairly to all
- The mix of employees, pupils and Governors reflects, as far as possible the broad mix of the local population.

Protected characteristics

The Act makes it unlawful to discriminate against people on the basis of 'protected characteristics'. The relevant characteristics are:

- The category of age, which is covered as part of the equality duty, does not apply to education and service provision in schools;
- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Race
- Religion or belief
- Sex
- Sexual orientation.

Unlawful discrimination is defined in the Act as:

- Direct discrimination (including discrimination based on perception or association)
- Indirect discrimination
- Discrimination arising from disability
- Failure to make reasonable adjustments (for disabled people).

The Equality Act 2010 also protects people from:

- Harassment, in relation to disability, race and sex, and victimisation.

A protected act is:

- making a claim or complaint of discrimination under the Act;
- helping someone else make a claim by giving evidence or information;
- making an allegation that the school or someone else has breached the Act;
- doing anything else in connection with the Act;
- Pupils must not be victimised because their parent, sibling or friend has carried out a protected act. Schools must also not victimise parents who make complaints;

Positive action

The Act contains provisions which enable schools to take 'positive action',
For example:

Provide additional benefits to pupils with protected characteristics, to address any disadvantage they may face. Positive action is not the same as positive discrimination, which would be providing preferential treatment for a particular disadvantaged group of pupils, which exceeds the positive action conditions.

Aims

As a result of this policy we will ensure

- All members of the school community feels happy, safe and secure;
- That equality of access exists for everyone;
- The promotion of equality of opportunity regardless of the nine; protected characteristics of age, disability, gender, race, sexuality, gender, civil partnership, marriage, pregnancy and maternity;
- We actively develop the self-esteem and self respect of all members of the school community;
- That educational provision is relevant to our increasingly diverse society;
- That the curriculum actively promotes equality of opportunity;

- We challenge all forms of bullying, harassment, prejudice and stereotyping;
- The active engagement, support and commitment of the whole school community in achieving the above aims;

In order to achieve this school will devise a profile utilising the following information:

- Location/socio-economic profile
- numbers on roll
- numbers with LDD
- numbers from BME
- workforce information
- any other defining features (SEND)

For the following stakeholder groups:

- Pupils
- Employees

With an awareness of:

- Families
- Community groups (and promoting community cohesion)

Guidelines:

Disability

Pupils with special educational needs will:

- Have complete access to all the facilities and resources available within school
- Receive support to ensure they reach their potential
- Have access to a broad balanced and relevant curriculum
- Be involved in the decision making about their care and education.
- As a school we are committed to:
 - Early identification, target setting and monitoring of all pupils
 - Supporting gifted and talented pupils to ensure they reach their full potential
 - Work in partnership with parents and carers to ensure that pupils benefit fully from their time spent in school
 - Ensuring that staff take part regularly in relevant training

Gender:

No matter what gender all pupils will

- Have access to the same learning opportunities

- Be expected to do as well as they possibly can
- Be expected to work towards displaying acceptable behaviour
- Be expected to work together in a constructive and positive manner
- Be discouraged from using stereotypical gender language.

As a school we will:

- Ensure that neither gender dominates to the detriment of the other
- Ensure that all resources portray both genders in a positive and non-stereotypical way.
- Continue to monitor achievement by gender. If differences based on gender appropriate action will be taken.

Race:

- The curriculum will reflect the ethnic, cultural and religious diversity of society locally, regionally and nationally.
- Pupils will have opportunities to study issues linked with intolerance, prejudice, racism, racial discrimination and religious prejudice.
- Resources will portray members of local and regional cultural and ethnic groups in ways which are positive and non-stereotypical.
- All languages will be valued and promoted.
- All pupils will be able to dress and worship in ways which do not conflict with the cultural or religious conventions of the home.
- The dietary needs of all pupils will be met.
- Achievement, attendance and exclusions will be monitored by ethnicity. If differences are identified appropriate action will be taken.
- Members of all cultural and ethnic groups will be welcomed and valued by the school community.
- All racist incidents will be dealt with in an effective and consistent manner.
- When posts become vacant we will encourage applications from all groups within our increasingly diverse society.

Religion and Race:

- The curriculum will be used to value and celebrate diversity.
- Collective acts of worship will be used to promote equality of opportunity.
- All pupils will be given opportunities to meet their religious needs especially at the time of important festivals.
- The dietary needs of all pupils will be met.
- Resources will reflect a variety of religions and beliefs.
- Resources will reflect people of all religions and beliefs engaged in non-stereotypical roles and activities.

- People of all religions and beliefs will be encouraged to play an active role in school life.

Age & Sexuality:

- Staff will have high expectations of achievement and behaviour.
- All pupils will have access to all school resources and facilities.
- Resources will reflect people of all ages engaged in non-stereotypical roles and activities.
- Where appropriate the curriculum will be used to values and celebrate diversity based on age and sexuality.
- Collective worship will be used to promote equality of opportunity irrespective of age and sexuality.
- People of all ages and sexuality will be welcomed and valued.

Gender re-assignment, civil partnership & marriage & maternity:

- In relation to the above 'protected' characteristics all stakeholders will be welcomed and valued as individuals and their 'rights' respected as defined in legislation.
- Appropriate use will be made of external support services to ensure that equality of opportunity exists in relation to the above characteristics.

Responsibility for ensuring that the school does not breach the Equality Act

- The School's Governing Body is ultimately responsible for ensuring that the Equality Act is not breached. It must take all reasonable steps to prevent discrimination, harassment or victimisation from taking place.

The Governing Body is responsible for:

- Ensuring the school complies with all relevant equality legislation

The Headteacher is responsible for:

- Making sure that all staff understand their responsibilities under the Act and arranging any training and support needed
- Taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

All staff are responsible for:

- Dealing with racist, homophobic and other hate incidents
- Being able to recognise bias and stereotyping
- Promoting equal opportunities and good race relations
- Avoiding discrimination against anyone for reasons of ethnicity, disability or gender

- Keeping up to date with laws on discrimination
- Taking up training and learning opportunities.
- The Headteacher has overall responsibility for dealing with bullying, hate-incidents or discrimination.
- Headteachers and staff are responsible for ensuring that visitors and contractors are aware of and adhere to the Schools Equality Policy.

How we will meet our responsibilities in relation to the Equality Act

In order to meet its responsibilities in relation to the Equality Act the School should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

These assessments have allowed us to identify barriers to achieving equality for all and eliminate all forms of discrimination in a school setting.

The policy will be published in the following ways:

- Copies will be made available to all staff and governors
- Copies will be displayed in public areas of the school, E.g.
 - Reception and community rooms, for parents/carers to use.
- The policy and any associated documentation/ links will be published on the school's website

Advice for school's on The Equality Act 2010 can be found here:

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality and Diversity Policy: Monitor can be found here:

<https://www.gov.uk/government/publications/equality-and-diversity-policy>

Role	Name	Ratification/ Review Date
Policy Author (if not HT)	n/a	
Headteacher	J. Waller	
Chair of Governors	V. Ingleton (2021) C. Stewart (2022)	November 2021 (Reviewed November 2022)

