



Equality, Diversity & Inclusion Policy

Last Ratified by Governors:

13 June 2022

Review Cycle:

Annual

This Review Date:

April 2023

Reviewer:

Ms. N Craig

Approved by Governors:

24th of April 2023

Signed:.....

Next Review Date:

April 2024

Codicil
Changes from last policy ratification:

P5 -LGBTQ Discrimination added
Appendix 1 – Equality Action Plan added

Background Information

The school is committed to inclusion and believes that all children should have the opportunity to succeed in life.

We aim to:

- Develop a culture of inclusion and diversity.
- Encourage all members of the school community to feel proud of their identity and participate fully in school life.
- Ensure equality, diversity and inclusion permeates the work of our school, by creating policy and practice to deliver service and employment, and functions such as setting budgets and making appointments.
- Support students, raise standards and ensure inclusivity by monitoring students by race, ethnicity, pupil premium status, gender and disability. We will use this data to tackle discrimination, promote equality and respect for all and challenge bullying and stereotypes. We believe that diversity is a strength to be respected and celebrated by all members of our school community.
- Work with and listen to staff, students, parents and carers to inform Selly Park's Equality, Diversity & Inclusion Action Plan (EDI Action Plan). This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

In accordance with its legal responsibility, Selly Park Girls' School will ensure that there is no discrimination against any pupil for any reason.

Recruitment of staff is in collaboration with the local authority, its relevant policies and schemes. At Selly Park Girls School, we are committed to ensuring equality of education and opportunity for all students, staff, parents and carers receiving services from our school, irrespective of race, sexual orientation, gender, disability, faith or religion or socio-economic background.

The EDI Action Plan sets out how students with the following protected characteristics will be protected in our school from harassment and discrimination: -

- Disability
- Gender
- Race
- Religion and belief
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity

Selly Park is committed to being a good employer. The EDI Action Plan outlines how we meet our duties in terms of recruitment and selection practices and our commitment to be a fully inclusive community working to overcome discrimination related to the other protected characteristics in addition to those above:

- Age
- Being married or in a civil partnership

The EDI Action Plan covers all aspects of vulnerability, including those with Special Educational Needs, those associated with socio-economic factors (e.g. students from low income families), Children who are Looked After and those with Child Protection plans.

Everyone at Selly Park will take responsibility for challenging stereotypes and all forms of discrimination.

Selly Park will advance equal opportunity and will investigate all complaints of discrimination.

Roles and responsibilities:

The Equality and Diversity policy outlines the roles and responsibilities of everyone involved and connected to Selly Park Girls' School. Promoting equality and raising the achievement of all pupils is the responsibility of everyone.

The Governing Body

It is the responsibility of the Governing body to:

- ensure that the school complies with equality legislation;
- ensure the equality information is updated annually and that equality objectives are published and communicated through the school;
- ensure that the school's policy and its procedures and strategies are carried out and monitored with appropriate impact assessments informing future plans;
- ensure the school's admissions policy is fair and equitable in its treatment of all groups;
- ensure the school has equitable staff recruitment procedures
- ensure the school follows equitable procedures in the professional development of all staff;
- deal with serious breaches of the policy.

The Headteacher:

It is the Headteacher's responsibility to: implement the policy and its strategies and procedures;

- ensure that all staff, including volunteers and trainee teachers, receive appropriate and relevant continuous professional development to ensure they fully understand their roles and responsibilities in relation to this policy;
- ensure appropriate funding and resources are allocated and used appropriately to support pupils not making expected progress;
- anticipating and enabling reasonable adjustments to be made in relation to any of the protected characteristics in regard to pupils, staff, parents/carers and visitors to the school;
- actively challenge and take appropriate action in any cases of discriminatory practice and record actions;
- deal with any reported incidents of harassment or bullying in line with school guidance and record actions;
- ensure that all visitors (including supply teachers, volunteers and trainee teachers) and contractors are aware of, and comply with, the school's equality and diversity policy;
- assess and monitor the impact of this policy and report outcomes to the Governing Body.

Senior Leadership Team:

The Leadership Team will be responsible for reviewing and monitoring curriculum policies and ensuring that equality is promoted in all aspects of our provision.

All Staff (including volunteers, supply teachers and trainee teachers) It is the responsibility of all staff to:

- be vigilant in all areas of the school, look out for any type of harassment and bullying, including online, and challenge and/or report any discrimination or disrespectful behaviour to the relevant College Leader;
- deal effectively with all incidents from overt name-calling, including online, to the more subtle forms of victimisation caused by perceived differences;
- identify and challenge bias and stereotypes within the curriculum and in the school's culture;
- promote equality, and good relations and not discriminate on the grounds of any protected characteristics;
- promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- ensure marking of pupil's work is fair and accurate through minimising unconscious bias – for example, in relation to ethnicity, socio-economic status, physical/mental disability, gender identity.
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources;

Parents/carers It is the responsibility of parents/carers to:

- support our school in its implementation of this policy, particularly in relation to their child's conduct online;
- follow the school policy through their own behaviour;
- ensure their children attend and engage in the learning;
- participate in parental surveys and join our 'Parent Forum' to provide feedback on current provision and policies moving forward;
- report to staff about any prejudice related incidents that occur.

Transition:

A coordinated approach to transition in our school has been developed and refined, to ensure that children with special or additional needs are identified prior to transition and that the school is aware of any special provision, or reasonable adjustments, an individual may require.

Parents who may be considering applying for their child to attend the school are also welcome to contact the school themselves to discuss any particular issues or concerns, The Open Evening and Induction Evening both provide further opportunities for parents to inform the school about any needs their child might have.

Where pupils join the school at other times of the year, initial interviews with the parents or carers enable them to notify the school about any special needs. Further opportunities for communication are provided through the school planner system and by Parents' Evenings, so that any issues that develop during a pupil's school career can also be dealt with.

- The school has a well-established pastoral system through which pupils can raise any concerns.
- The school engages a wide range of external agencies to allow us to raise and gain appropriate support with any concerns they may have.

- The school has regular school council and year council meetings at which issues of concern to pupils can be raised.
- Pupils and parental surveys are used to monitor satisfaction.

LGBTQ Discrimination

The school will not discriminate directly or indirectly against anyone because their actual or perceived sexual orientation or how they identify.

The school will not permit the harassment or victimisation of anyone because their actual or perceived sexual orientation or how they identify.

The school will advance equality of opportunity for all students regardless of their sexual orientation or how they identify.

This is included in our equal opportunities and behaviour policies and the curriculum.

The school is committed to providing a safe environment for all pupils and will apply the schools anti-bullying policy to deal with all instances of homophobic or transphobic bullying or abuse. Homophobia is a dislike or fear of someone who is, or is perceived to be lesbian, gay or bisexual. Transphobia is a dislike or fear of somebody whose gender does not correspond with the sex they were assigned at birth. Reaction can vary in intensity from passive resentment to active victimisation.

The school will follow the Department for Educations' (DfE) Sex and Relationship Education Guidance, which makes clear that teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support where necessary.

Racial Discrimination

The school will advance equal opportunity and good race relations, and will not discriminate against anyone on the basis of:

- Race
- Colour
- Nationality or citizenship
- Ethnic or national origin.

The school will not permit any form of racial discrimination, racial harassment or inciting of racial hatred. Incidents of this nature may be offences under criminal law and will be treated as such.

Religious Discrimination

The school recognises respects and values the various traditions, customs and rules of different religious groups and will not discriminate against any pupil on the grounds of their religion.

Disability Discrimination.

The school will not permit any form of discrimination against disabled pupils. This includes the use of any derogatory term to indicate the disabled persons supposed mental capacity. No assumptions will be made about the general abilities of people who are disabled. The school will bear in mind that a

child with special education needs (SEN) is not necessarily disabled and that a disabled child does not necessarily have SEN. The school will make every effort to ensure that its premises are accessible to people with all kinds of disabilities. The school will produce an accessibility plan detailing the planned improvements that will be made for:

- Increasing the access of disabled pupils to the school curriculum
- Improving the access of disabled pupils to the physical environment of the school
- Improving the delivery of information to disabled pupils.
- Our accessibility plan can be found via our website

Gender Equality Policy

The school's role and how we will meet the General Duty & Specific Duty

The school recognises that it has a key role to play in actively promoting equality of opportunity for all people, irrespective of gender not only in its core function of educating pupils, but also in the employment opportunities it provides, and in the increasingly diverse range of services it provides to the wider community.

In order to be able to increase the attainment of all pupils, it will be necessary to provide all pupils with the opportunity to reach their full potential. To secure a truly representative and valued workforce, it will be necessary to encourage and support all people to seek employment with the school. In order to make sure that all the services and facilities provided by the school are welcoming to all people, the school will need to ensure that the organisations we work with and procure services from also advance equality of opportunity where applicable.

The school's Gender Equality Policy indicates the commitment of the school to promote gender equality in every area of school life and in all management practices and policy development.

The production of this gender disability equality scheme provides us with the framework for integrating gender equality into all aspects of school life and demonstrates how we are seeking to meet the general duty of promoting gender equality in the school.

Selly Park Girls' School is determined to ensure gender equality in its establishment to advance gender equality in its role in the community leading by example in all it does. Our Gender Equality Policy complements our Equal Opportunities Policy, Race Equality Policy and Disability Equality Scheme, Sexual orientation Policy, Anti-bullying Policy, Child protection Policy.

Our Gender Equality Vision

We will:

- Advance gender equality so that individuals working or being educated in the school can enjoy their full human, social and political rights free from discrimination.
- Challenge and eradicate sex discrimination.
- Provide responsive, inclusive and accessible curriculum, facilities, practices and services for all.
- Embrace the school's diversity as a source of strength and opportunity.
- Help to increase active participation in public, civic and community life for all groups of children.
- Give significance to the concepts of equality, inclusion and diversity both in school policy and school development.
- Encourage good practice wherever possible in the work of other agencies, etc, with which the school associates.

- Gain a thorough understanding of the different concerns, experiences, capacities and needs of individuals to shape the way we analyse, plan, implement and evaluate our work.
- We will, in our employment practices, service delivery and partnerships, identify and respond to all forms of gender stereotyping, discrimination and sexism.
- Monitor our policies, functions, services and practices to ensure that they are fair.
- Carry out equality impact assessments where appropriate to assess the effects of what we plan for pupils and staff.
- Develop and implement realistic and relevant gender equality actions and monitor progress regularly.
- Be fair to all employees irrespective of their gender and provide equal training, development and promotion opportunities.
- Be fair to all parents, carers and visitors to the school irrespective of their gender.
- Develop and train employees to ensure everyone understands what the gender equality duty is and its meaning for their work and their roles and responsibilities.

Procurement, Lettings etc.

As far as the school has control over outside agencies and parties it will try to ensure that gender equality is built into any contractual arrangements with the school.

Visitors

All visitors will be treated fairly with regard to all protected characteristics.

Using information

Information will be gathered to assess the impact of the schools' policies, plans and actions. It will inform the reviews of the scheme and provide the basis for the development of subsequent Gender Equality policies.

Impact Assessment/Success Criteria

- Expressions of confidence in the school's abilities to deal with gender related issues.
- Staff and pupils' confidence in opportunities to voice opinions or concerns.
- Staff and pupil's awareness of employment issues related to gender.
- Results from satisfaction surveys.
- Feedback from groups.
- Curriculum audits
- Achievement of pupils.

Review and Revision (and publication)

Review will be ongoing with annual revision as necessary including publication of:

- Steps taken over the previous year
- Information gathered over the year and what the information indicates
- What further actions will be taken as a result of the information gathered

Key Legislation which links to this policy:

Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and provides changes particular to Schools.

The Act protects staff, students and others from discrimination and harassment based on 'protected characteristics':

- Disability
- Gender
- Race
- Age (staff only)
- Religion and belief
- Sexual orientation
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity

This relates to:

- Prospective students
- Students at the school
- In some limited circumstances, former students

Public Sector Equality Duties

Public sector equality duties are legal requirements on public bodies to have 'due regard' to the need to eliminate discrimination, advance equality of opportunity and promote good relations between people with different protected characteristics when they are exercising their public functions.

The purpose of the Equality Duties is not to be process driven and bureaucratic but rather an outcome-based method of ensuring that schools are best meeting the needs of all their students.

The Equality Act 2010 introduced a *single* equality duty on public bodies. The single equality duty came into effect in April 2011 and has three main elements. In carrying out their functions, public bodies will be required to have due regard to the need to:

- Eliminate conduct that is prohibited by the Act,
- 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.

New Protection in Schools

Protection against discrimination is now extended to students who are pregnant or have recently given birth, or who are undergoing gender reassignment.

Health Related Questions for Job Applicants

It is now unlawful for employers to ask health-related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work. This means that schools should no longer, as a matter of course, require job applicants to complete a generic health questionnaire as part of the application procedure.

DfE are considering the implications of this in relation to existing guidance for schools on establishing fitness and ability to teach (as required by the Health Standards (England) Regulations 2003).

In the meantime, schools are advised to review their existing practices to ensure they are complying with both the Health Standards Regulations and Section 60 of the Equality Act 2010. Schools may decide to ask necessary health questions after job offer. In any case, they should ensure that any health-related questions are targeted, necessary and relevant to the job applied for.

Action

New Positive Action provisions will allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the needs of, students with protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim. Previously a school providing – for example – special catch-up classes for Roma children or a project to engage specifically with alienated Asian boys might have been discriminating unlawfully by excluding children who didn't belong to those groups.

Victimisation

It is now unlawful to victimise a child for anything done in relation to the Act by their parent or sibling.

Auxiliary Aids

The Act extends the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students. At the time of writing, the relevant provisions of the Act relating to this area had not come into force. Schools will be advised of when this is the case.

ACCESSIBILITY PLANNING

Accessibility planning is a statutory duty and can be incorporated into the Single Equality Scheme. Your Accessibility Plan can, if you wish, be provided as an Appendix to the Single Equality Scheme. Schools must plan for:

- Increasing access for disabled children and young people to the school curriculum
- Improving access to the physical environment of schools; and
- Improving the delivery of written information to disabled children and young people

Linked Policies:

<https://sellyparkgirls.org/policies>

- Accessibility Plan
- SEND policy
- Behaviour policy
- Admissions Policy
- Attendance policy
- Curriculum policy
- Recruitment policy
- Sex and Relationship Education Policy
- PSHE policy
- Safeguarding Policy

Equality, Diversity & Inclusion Action Plan 2023–2024

Protected Characteristic	Aim	Objective	Target Groups Whole school SEN Staff	Action	Who's responsible?	When?	Impact
All	<p>A commitment to ensuring that we are a fully inclusive community.</p> <p>To confirm that we are following the Public Sector Equality Duty – PSED and eliminating discrimination and other conduct prohibited by the Equality Act 2010.</p>	<p>To ensure that all senior staff who are involved in vacancy selection and interviews are Safer Recruitment trained, ensuring accurate record keeping.</p> <p>To ensure equality and diversity is considered across every aspect of school life.</p> <p>Increase the participation of key groups in school activities and student leadership roles.</p>	<p>Staff SEND Pupil premium Gender Identity Age</p>	<p>To ensure that staff likely to be involved in the selection of future applicants are Safer Recruitment trained through the NSPCC Training.</p> <p>To audit the curriculum at regular intervals to ensure role models for each protected characteristic are celebrated, and that stereotypes which are entrenched in society are challenged, ensuring equality for all.</p> <p>Audit the reading curriculum and library stock to ensure literature exposes pupils to the theme of equality across all protected characteristics.</p>	<p>Governors LDA GFO</p> <p>Protected Characteristic Grid – Add to HOD agenda</p> <p>CNE/SBU</p>	<p>Review-April 2024</p>	<p>We will ensure that discrimination relating to protected characteristics does not happen at Selly Park Girls' School.</p> <p>To provide a report to Governing body.</p>

Equality, Diversity & Inclusion Action Plan 2023–2024

				<p>Ensure staff are suitably trained regarding unconscious bias, and school values and expectations around equality and the protected characteristics.</p> <p>Plan and deliver regular celebration events for pupils, and staff, using key stakeholder voice to inform the foci within school.</p>	<p>Briefing Training Spring Term 2 NCR</p> <p>BHM – Oct LGBT HM -Feb</p>		
All	<p>To ensure that attendance to school is excellent for all pupils regardless of protected characteristics.</p> <p>Narrow the gaps in attainment between pupil premium and non-pupil premium pupils.</p>	<p>Ensure there is no disparity between different ethnicities/ sexual/ gender identity/ SEND.</p>	<p>Pupils with:</p> <p>SEND needs Young Carers Pupil premium EAL pupils In-Year admissions</p>	<p>To ensure that weekly & termly attendance figures are monitored to spot gaps between different groups, and to ensure swift action is taken to address this.</p> <p>Training for pastoral staff on early help & TIASS informed practice.</p> <p>If gaps are evidence-address the root cause through effective pastoral support.</p> <p>Pupil voice from minority groups in school e.g. LGBTQ+ to ensure they</p>	<p>WAR-attendance NCR- support Meeting Monday 6th to review data</p>	<p>Review-April 2023</p>	<p>All pupils attend school well.</p> <p>All pupils feel happy, safe and secure at school.</p> <p>Progress gap reduces for key groups.</p>

Equality, Diversity & Inclusion Action Plan 2023–2024

				<p>feel equal and fully supported in school.</p> <p>Parent Voice of groups with lower attendance- to better understand the barriers and develop targeted support.</p>	<p>GPR to add to WB Questionnaire for parents in Spring term</p>		
Gender and Disability	To ensure pupils and staff have equal treatment and opportunities in every aspect of school life, to challenge biases and stereotypes that exist within society.	<p>To develop a framework for integrating gender equality into all aspects of the curriculum.</p> <p>To have a reasonable adjustment agreement in place for all staff with disabilities, and for all pupils.</p>	ALL staff	<p>To review the protected characteristics of our staff and focus on equity.</p> <p>To identify if any protected characteristics or demographics are underrepresented in our workforce.</p>	<p>Governors LDA-staff GFO-staff LSU-pupils PMO- Curriculum</p>	Review-April 2024	A community of staff tackle inequality in the workforce.
Race Ethnic Origin Sexual orientation	<p>Foster good relationships between people who share a particular protected characteristic and people who do not share it.</p> <p>Further reduce the number of racism related incidents.</p>	<p>To promote cultural events that reflect the communities of pupils at Selly Park Girls' School through whole school celebrations.</p> <p>To increase awareness between religious groups.</p>	Staff Pupils	<p>To map a calendar of events that showcase and celebrate protected characteristics such as religious and cultural events, black history month celebrations.</p> <p>Celebration of diversity embedded through the curriculum.</p>	<p>NCR – Assembly Rota</p> <p>Spring Term Grids</p>	September 2022	To interrogate data to monitor a reduction of recorded events that relate to discrimination.

Equality, Diversity & Inclusion Action Plan 2023–2024

		<p>Teach pupils the meaning of racist language and why it is harmful.</p> <p>Embed anti-racism and equality and diversity across the curriculum.</p>		<p>Celebrate key events in school, and use pupil and parent voice to inform decisions and raise awareness of different religions and beliefs.</p> <p>Gather pupil and parent voice regarding key celebrations, and what they feel is important/ missing/ less understood.</p>	<p>EID Christmas Diwali World culture Day</p>		
Sexual orientation and gender	<p>To create a safe environment for those pupils and staff that identify to be a member of the LGBTQ community and those that support the group.</p> <p>Identify LGBTQ+ champions amongst staff, trained on how to deal with/ support pupils with their identity. To reduce prejudice related items.</p>	<p>To celebrate LGBTQ+ role models in school. To further establish a Rainbow group that supports pupils who are exploring their own gender ideals and sexual orientation.</p>	<p>Pupils Staff</p>	<p>To establish a 12- month programme that includes planned resources, guest speakers, events which model acceptance and equality regarding sexuality and gender identity and a support network.</p>	<p>NCR subscribe to the proud trust</p>	<p>Review-April 2024</p>	<p>A reduction of LGBTQ discrimination events and the promotion of IDAHOBIT, Pride month and National Coming out day.</p>
All protected characteristics	<p>To promote all protected characteristics and the right to individual liberty and equality.</p>	<p>To link our school character values and Rights Respecting objectives through the curriculum.</p>	<p>Pupils Staff</p>	<p>To establish a 12-month calendared form programme that includes planned resources that</p>	<p>NCR PMO & LSU</p>	<p>September 2023</p>	<p>Passport will be a measurable record of what pupils have been</p>

Equality, Diversity & Inclusion Action Plan 2023–2024

	To improve knowledge, skills and attitudes and enable pupils to appreciate and value difference in diversity.	To embed the Global Citizens passport as a meaningful record of engagement. Assemblies will be mapped on the grid.		maps the British Values and SMSC framework.			taught and experienced. Pupil Voice Birmingham Grid will be used to map and record assemblies. Pupil Voice
All protected characteristics	To train and establish a team of Anti-bullying Ambassadors on how to respond effectively to prejudice, and all forms of bullying. To ensure that SEND pupils are represented.	To ensure that all pupils feel confident in responding effectively to bullying and how to refer incidents to staff.	Pupils	Train staff on how to deal effectively with prejudice related bullying. To establish a 12-month calendared programme of events relating to anti-bullying. Anti-bullying events and raise the profile of ambassadors through displays, assemblies, events and profile within the school community.	LSU/LHM	Review-April 2024	Measure staff evaluations of CPD. To be monitored through pupil voice, parent surveys, unkindness reports and bullying logs.
SEND & Disadvantaged pupils.	To reduce the number of suspensions and internal of pupil premium and SEND pupils.	To create a range of behaviour interventions that are offered to targeted demographics in an effort to promote positive behaviour in and out of school.	Pupils Staff	Further enhance the rewards package to incentivise positive behaviours. Create intervention programmes in partnership with RSPCA, Aerokick, BCU	LHM/ LSU	Review-April 2024	To be measured through pupil voice, well-being scale, behaviour data.

Equality, Diversity & Inclusion Action Plan 2023–2024

		<p>Training for staff on how to support pupils most effectively through behaviour regulation, TIASS informed practice, and effective pedagogy.</p>		<p>Counselling and school social workers reading and social interaction groups, as well as a mentoring programme for key pupils.</p> <p>Staff training on emotional coaching and containment to ensure a trauma informed approach.</p>			
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