

# Wellington School



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## Equality Diversity & Inclusion Policy (EDI)

**Updated:**                      September 2024

**Review Date:**                September 2025



# Wellington School



<b>Policy Title</b>	<b>Equality Diversity &amp; Inclusion (EDI) Policy</b>
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<b>Review Date</b>	<b>September 2025</b>
<b>Status</b>	<b>Statutory</b>
<b>Member of SLT Responsible</b>	<b>S Beeley, Headteacher</b>

# **Equality Diversity & Inclusion Policy**

## **1. Aims**

Wellington School aims to meet its obligations under the Public Sector Equality Duty. We aim 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
- Provide a secure environment in which all our students can flourish and achieve all five outcomes of ‘Every Child Matters’ (be healthy, stay safe, enjoy and achieve, make a positive contribution, and enjoy economic well-being)
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- Prepare students for life in a diverse society in which children are able to see their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- Plan systematically to improve our understanding and promotion of diversity; actively challenge discrimination and disadvantage
- Make inclusion a thread which runs through all our activities.

## **2. 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 require 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.
- This document complies with our funding agreement and articles of association.

## **3. 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 Headteacher.
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The EDI Link Governor is Louise Speed who will:

- Meet with the designated member of staff for EDI every term, to discuss any issues and how these are being addressed
- Ensure they're 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 Headteacher and EDI Lead will:

- The designated member of staff for EDI is Louise Jaunbocus-Cooper- Deputy Headteacher
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the EDI link governor every term to raise and discuss any issues
- Identify any staff training needs, and deliver training as necessary.

### **All Staff**

It is the responsibility of all staff to:

- Be vigilant in all areas of the school for any type of harassment and bullying;
- Deal effectively with all incidents from overt name-calling to the subtler forms of victimisation caused by perceived differences;
- Identify and challenge bias and stereotyping within the curriculum and in the school's culture;
- Promote equality and good relations and not discriminate on grounds of race, ethnicity, gender, gender identity, religion, age and sexual orientation;
- Promote an inclusive curriculum and whole school ethos which reflects our diverse society;
- Keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources.

#### **4. Eliminating Discrimination**

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

#### **5. Advancing Equality of Opportunity**

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

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities, or pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies for example Anti-racism Ambassadors).

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

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data 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 about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

#### **6. Fostering Good Relations**

The school 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 protected characteristics through different aspects of our curriculum. This includes teaching in RE, Citizenship and Personal, Social, Health and Economic (PSHE), Curriculum 4 Life Tutor Programme. Also, through activities in other curriculum

areas, for example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures. In History a global, decolonised view is delivered

- 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 pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

## **7. Equality Considerations in Decision-Making**

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for all gender identities.

## **8. Equality Objectives 2024-2025**

### **Objective 1**

Undertake an analysis of recruitment data and trends with regard to ethnicity. Increase the representation of staff from BAME communities over a 4-year period (from July 2021 to July in 2025).

### **Objective 2**

To continue to close gaps in attainment and achievement between students and all groups of students: by gender, disadvantage, Special Educational Needs and Disabilities, Looked After Children, and students from different heritage groups.

### **Objective 3**

Eradicate the use of identity-based abuse- particularly homophobic, transphobic, disableist, sexist, racist language by students in the school.

### **Objective 4**

To diversify and decolonise our curricula to ensure students see themselves represented and develop a wider lens in which to see the world and their place in it as global citizens.

**These objectives are embedded and expanded on in the School Improvement Plan (SIP)**

## **9. Monitoring Arrangements**

The Deputy Headteacher who oversees EDI will update the equality information we publish, at least every year.

This document will be reviewed and approved by every year by the Headteacher and Governing Body.

## **10. Links with other Policies**

This document links to the following policies:

- Accessibility plan
- Positive Handling Policy
- Anti-Racism Plan.

## **11. Breaches of the Policy**

All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Governing Body and LA as required.