



Governor Lead: Carlos Pittol

Nominated Lead Member of Staff: Vicki Chiverton

Status & Review Cycle: Statutory 3 yearly

Next Review Date: September 2027



St Jude's Church of England Schools Federation

Excellence in education, kindness in the community, courage through faith.

EQUALITY, DIVERSITY AND INCLUSION POLICY

This school is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment. We aim to foster good relations between all members of the school community, ensuring they are treated equally and without prejudice.

Aims

At St Jude's, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school.

The achievement of all pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We aim to provide all pupils with a firm foundation which will enable them to fulfil their potential.

- We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- We aim to respond to needs and overcome potential barriers to disabled pupils in every area of school life.
- We have high ambitions for all our pupils, including those with disabilities, and expect them to participate in all aspects of school life.
- Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement where schools have a responsibility to provide a broad and balanced curriculum for all pupils.

In line with relevant legislation, St Jude's governors and staff will ensure that, unless there are justified exceptional circumstances, there is and will be no direct or indirect discrimination against any child, parent, carer, staff member or governor on grounds of any protected characteristic as set out below:

- Disability (a physical or mental impairment that has a substantial and long-term adverse effect on his/ her ability to carry out normal day to day activities.)
- Race and nationality
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Sexual orientation
- Age
- Marriage and civil partnerships
- Sex

We constantly strive to remove barriers to learning by ensuring that all reasonable adjustments are made for children who are vulnerable in any way and, as far as reasonably possible, will endeavour to eliminate discrimination on the ground of the protected characteristics.



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Types of unlawful discrimination

- *Direct discrimination* occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).
- *Discrimination by association* is direct discrimination against someone because they associate with another person who possesses a protected characteristic.
- *Perception discrimination* is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
- *Indirect discrimination* occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
- *Discrimination arising from disability* occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
- *Harassment* occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”.
- *Third-party harassment* occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of the school and the harassment relates to a protected characteristic.
- *Victimisation* occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

The staff and governors at St Jude’s will:

- Challenge stereotyping and prejudice
- Celebrate diversity and show respect for all groups
- Ensure that all admissions, recruitment, employment promotion and training are fair and available to everyone
- Provide opportunities for everyone in the school community to achieve
- Provide positive educational experiences
- Promote positive social attitudes and respect for everyone
- Ensure access to the curriculum for all children
- Uphold British values

To meet our general duties, the law requires us to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish Equality Information – to demonstrate compliance with the general duty across its functions (we will not publish any information that can specifically identify any individual)
- Prepare and publish equality objectives and report on progress against our objectives on an annual basis



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Roles and Responsibilities

This Equality and Disability Policy links to the Accessibility Plan. The governors and staff at St Jude's are committed to giving our children every opportunity to attain and achieve. All reasonable steps are taken to prevent discrimination, harassment or radicalisation from taking place.

Role of the Headteacher is to ensure:

- The Diversity, Equality and Inclusion Policy is implemented.
- All staff are aware of the policy and what to do if there are incidents.
- All allegations of discrimination, unfairness or bullying are investigated thoroughly and swiftly with parents being informed when an incident takes place.
- There is no discrimination, either direct or indirect, when appointing members of staff or organising CPD.
- The curriculum is delivered with respect for the whole school community.
- All staff are reminded annually, or more often if required, about the practice of promoting equality.
- All staff know what constitutes discrimination and are aware of how to record incidences to report any discrimination.
- Training and/ or CPD is available for all staff.
- Governors are informed about any incidents and what has been done to prevent further occurrences.
- The Co-Chairs of Governors are informed quickly about any incidents of a serious nature.
- Risk assessments are updated to prevent any inequality from taking place either directly or indirectly.

Role of the class teacher:

- Class teachers are a role model for the children and other adults in the classroom and demonstrate that there must be equality of opportunity for all with no tolerance of any discrimination.
- To ensure aspirations for attainment are high for all pupils.
- To ensure resources are selected to promote and celebrate equality and diversity.
- To make sure all children and other adults in the classroom are treated fairly and equally and with respect.
- To support Teaching Assistants to uphold the Equality and Disability Policy on a daily basis and know how to report an incident.
- To monitor the conduct of parent helpers and volunteers, ensuring they do not discriminate against anyone.
- To ensure all incidents of discrimination are recorded, investigated and reported to the Headteacher and parents.

Role of Governors:

- The governors aim to promote positive attitudes and behaviour to ensure that discrimination, harassment or victimisation is avoided.
- Governors will receive termly reports about any incidences to ensure that practice is developed to prevent any direct or indirect discrimination.
- Governors will ensure that when employing staff, the safer recruitment guidance will be followed. Direct and indirect discrimination will be actively avoided. Staff and governors will be aware that perception and association must not result in any prospective candidate being discriminated against or being treated less favourably.
- As much as is possible, to ensure the governing body reflects our school community in its diversity.



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Discrimination against adults

Should any adult report any discrimination on the grounds of protected characteristics against themselves or others, the incident should be recorded in the excel log held in the admin share.

Accessibility

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Also refer to the school's Accessibility Plan.

Monitoring and Reviewing

The governing body will monitor the effectiveness of this policy by:

- Monitoring the progress of vulnerable and protected characteristic groups and comparing the progress to all other pupils in the school.
- Monitoring the staff appointment process to ensure that there is no direct or indirect discrimination.
- Giving serious consideration to any incidents or complaints made.
- Monitoring the effectiveness of the school's Behaviour policy in conjunction with this policy.
- Stakeholders have a variety of ways to share their views and identify any issues for improvement; any matters raised are investigated and appropriate action taken in line with school policies.

The implementation of this policy is monitored by the Headteacher and SLT and by Governors through the Education Committee to evaluate its implementation and effectiveness. This policy will be reviewed every three years, or earlier if the need arises. This policy will be promoted and implemented throughout the school.

September 2024