



*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School
Subsidiaries of JWA Holdings Limited*

Diversity and Inclusion Policy

This policy should be read in conjunction with the following:

Anti-Bullying Policy and Behaviour Principles and Policy
Sex and Relationships Education Policy
Health and Safety Policy and Procedures
Safeguarding and Child Protection Policy
Special Educational Needs and Disability Policy
Curriculum Policy

Equality Statement

We are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential
- Meeting the requirements of the Equality Act 2010.

Throughout this policy 'parents' denotes those with parental responsibility.

1. Context of the Policy

Though not a maintained school, we adhere to the following:

1.1 Public Sector Equality Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to maintained schools and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to **have due regard for the need to:**

- Eliminate discrimination and other 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, and
- Foster good relations between people who share a protected characteristic and people who do not share it.

We also recognise that, although not a protected characteristic, economic circumstances may also limit opportunity and therefore take steps to eliminate discrimination, advance equality of opportunity and foster good relation between people of different economic backgrounds.

1.2 Specific duties for schools

Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations, and to explain how we have due regard for tackling particular inequalities, and reduce or remove them.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

2. Mission Statement

We are committed to working in partnership to provide high quality education for **all** our children believing it to be their right to receive the best education our School can provide, and access to all educational activities organised by the School. We recognise the diversity of our School community and are committed to promoting cohesion within it; ensuring that all individuals are valued and educating our children and informing our parents regarding their individual rights and responsibilities; to ensure there is clarity about what they can expect and the School and community can expect in return. We believe all individuals within the School are entitled to learn, teach, work or otherwise participate in a non-discriminatory and supportive environment. We welcome our duty to eliminate discrimination, to advance equality of opportunity and to foster good relations within our community. We recognise that people have different needs and we understand that treating people equally does not always involve treating them all exactly the same. We are committed to working towards a society in which there is a common vision and sense of belonging by all communities, and where strong and positive relationships exist and are continually developed in the School and in the wider community.

We believe that the development of community cohesion is the building of communities with four key characteristics:

- A common vision and sense of belonging.
- The valuing of diversity
- Similar life opportunities for all
- Strong and positive relationships developed between people from different backgrounds and circumstances in the School, our community and wider community.

3. Aims

We are committed to equality both as employers and service providers. We aim to:

- Ensure that everyone is treated fairly and with acceptance and respect;
- Provide a safe, inclusive and supportive environment in which self-esteem is nurtured;

- Foster an ethos which enables all members of the School Community to celebrate diversity;
- Provide a Curriculum which enables all children to learn effectively and challenges stereotypes;
- Ensure that all children are able to take full advantage of the educational opportunities afforded them at the School;
- Know all children and adults as individuals and avoid making assumptions about the characteristics and behaviour of any group;
- Provide extra support where necessary to help children and employees to achieve and be successful;
- Promote equal opportunities in regard to staff recruitment, career development and performance management reviews;
- Ensure the School is as accessible as possible for children and members of our community with a disability within the limitations of the School's physical environment (please see Accessibility Plan 2020);
- Make sure that people from different backgrounds are consulted and involved in our decisions and given the opportunity to share their heritage and experience in order to promote respect and understanding;
- Ensure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation;
- Deal promptly and effectively with any identified unacceptable attitudes and behaviours.

We recognise the importance of addressing and narrowing any gaps in achievement, which may affect amongst others:

- Pupils from certain cultural and ethnic backgrounds
- Pupils who belong to low-income households and pupils eligible for free school meals
- Pupils who are disabled
- Pupils who have special educational needs
- Boys in certain subjects and girls in certain other subjects

3.1 Policy Statements

The School have clear statements on unacceptable behaviours which affect the rights of others to respect, courtesy and fairness of treatment with zero tolerance to incidents of prejudice, racial or social discrimination, bullying or harassment.

3.2 Anti-Bullying Statement

We believe that bullying of any form is unacceptable and damaging to individuals. We therefore do all we can to prevent it within our School and, if it occurs, to deal consistently, fairly and effectively with all parties involved to prevent repetition. We show support to individuals and record the action taken and the names of those involved.

3.3 Anti-Racist Statement

We do not accept any forms of racism or racist behaviour. Should a racist incident occur, we act immediately to prevent any repetition, record the action taken, and the names of those involved and follow the specific requirements for reporting racial incidents in line with Local Authority practice. Should anyone at our School be a victim of racism, we will do all we can to support that person and help them overcome any difficulties they may have. We actively endeavour to make our school welcoming to all ethnic minority groups and promote understanding.

3.4 Gender Equality Statement

We have high expectations of all pupils and promote attainment and gender equality within a supportive ethos. Through our teaching and other educational activities, we address the specific needs of groups and individuals and challenge stereotypical views relating to gender. We recognise that there are within our School community alternative family groupings and parenting roles, including same-sex couples and actively endeavour to make our School welcoming to all and promote tolerance and understanding. The use of homophobic language is not accepted and dealt with in line with our Anti-Bullying Policy.

3.5 Disability Equality Statement

We aim to promote equality within our School communities for anyone with a disability. We actively seek to eliminate discrimination and harassment, to tackle stereotyping and promote positive attitudes to disability. We believe all members of our School community are to be valued for their individual contributions and enabled to participate fully in the life of the School, regardless of any disability they may experience.

4. Teaching and learning

We promote an understanding of one another through the Curriculum and teach and model the attitudes, values and respect that we expect members of our community to show one another.

We are responsible for equipping our children with the skills, understanding and tolerance needed to live and thrive alongside people from many different backgrounds and life experiences. We strive to develop a strong respect for diversity and also promote shared values, encouraging our children to actively engage with others to understand what they all hold in common, promoting and developing the skills of participation and responsible action. The opportunity to explore issues around equality and community cohesion is specifically (but not exclusively) addressed in Personal, Social, Health and Economic Education (PSHE) and Religious Education (RE). Activities outside the curriculum also play a significant part in promoting equal opportunity. Strategies include:

- time given to all to express opinions and explore ideas about identity and diversity e.g. circle time as part of work in PSHE;
- activities promoting non-stereotypical role models;
- provision of positive images of race, gender, age, disability, culture etc.;

- resources that reinforce positive attitudes, challenge stereotypes and are reflective of our diverse community e.g. stories about families of different and mixed race and culture, with single parents, same sex parents etc.
- sharing of cultural and other experiences (writing, drawings, music, artefacts, books, plays, pictures and talks by children and visitors);
- role play activities addressing issues of race, gender, disability, age etc.;
- differentiation to meet individual needs and overcome barriers to inclusion, including support for pupils for whom English is an additional language, and those with special educational needs;
- displays reflecting the school's diversity of language, culture, religion etc.;
- specific encouragement to ensure equal participation in traditionally gender related activities and action to address issues in areas of the curriculum where boys or girls are underachieving nationally and/or in the context of the school;
- awareness of group structures within the classroom with regard to equality of opportunity;
- use of assembly times (where practical) to reinforce equal opportunity issues and promote the engagement of learners and a shared understanding of the School values;
- study of the importance of religious customs and lifestyles of members of the major world faiths;
- children working in groups towards a shared goal with children having opportunities to take a range of roles within the group;
- activities in the SEAL (social and emotional aspects of learning) programme including those to address sensitive and controversial issues;
- initiatives such as Respect Weeks as part of the school's response to issues of Domestic Violence and the Anti-Bullying campaign;
- use of topical material from the media – newspapers/magazines/films etc.
- celebration of the contribution of individuals (both children and parents) from our own and different communities e.g. community awards assembly;
- recognition that people have a range of cultural backgrounds and hold different ambitions, aspirations, beliefs and life experiences e.g. through RE and PSHE focus weeks, Black History month, 'Who do you think you are?' etc;
- focus on the progress and attainment of individuals (including those of vulnerable groups); setting targets so as to enable every child to achieve their potential;
- links with other schools, groups of children and community groups, including schools overseas
- partnership work with other schools and community groups e.g. sporting and musical activities, debates, cultural celebrations

Resources are regularly monitored to ensure their continued appropriateness.

4.1 Positive behaviour management

It is our belief that a safe and tolerant School ethos can be achieved by publicly and privately rewarding positive and inclusive behaviour. We also seek to create a strong sense of trust in our school to act fairly in arbitrating between different interests.

This belief is reflected in our Behaviour Principles and Policy and Procedures. Both children and adults within the School Community are expected to behave courteously, and not to engage in behaviour that is, or is likely to be, prejudicial to the good order or to the reputation of the school and its aims and values.

5. Partnerships

We strive to build positive relations and provide opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

5.1 Partnership with pupils

We support children in our school to have an effective voice through forums such as class or group circle time etc. We also regularly seek the children's opinions through pupil surveys which include questions on equality issues. We teach our children to participate in and make a difference in school, in their local community and beyond e.g. through taking positions of responsibility, raising money for charity.

5.2 Partnership with other schools

Partnership with other places enables the sharing of good practice and provides opportunities for staff to develop their skills in providing high quality education to all groups. Less local partnerships enable children and staff to benefit from listening to the experiences of other schools who have different characteristics and to further develop understanding of national and global citizenship e.g. through our overseas link school in Kenya.

5.3 Partnership with community groups

The School's/school's work with the community, which may include links via parents, makes it possible to bring community representatives into school to work with the pupils e.g. police and fire brigade, members of local faith groups.

5.4 Partnership with external professionals

The School is working on developing links with local agencies who provide support in education, social, and emotional care.

6. Staff

Procedures for staff recruitment follow the Safer Recruitment procedure.

6.1 Recruitment and selection

The School/School are committed to promoting and managing equality and diversity through recruitment and selection. Good practice is pursued in the area of staff recruitment and selection to ensure equality of opportunity for all applicants.

In the event of a complaint of discrimination from either internal or external applicants for vacancies, the School Director leading the selection is expected to detail the criteria on which the selection decision was founded and demonstrate that the successful applicant was the one who most closely met the criteria. Part-time, temporary and fixed term

contracts may be considered subject to the nature of the post, the level of qualifications, skills and experience required and the wider School context.

Where probationary requirements are applicable to an appointment, their implementation, including orientation, training, monitoring, guidance and recommendation for permanent appointment is managed fairly and without discrimination.

6.2 Professional development and training

It is the policy of the School to provide appropriate training and development for all its employees in line with our Development Plan. Training needs of staff related to performance management are monitored and reported in line with this policy to ensure equality of opportunity.

Staff are committed to developing their teaching skills, and for raising the achievement of any pupils who are at risk from under-achievement, including those with special educational needs and/or disability, English as an additional language or eligible for Pupil Premium. To ensure equality of access to the curriculum, the School will provide appropriate professional development to enable staff to meet the needs of these pupils, which may include in-school or external courses and/or the involvement of external professionals.

6.3 Performance Management and career progression

Those responsible for undertaking performance management ensure that no employee has any reason to believe that unlawful discrimination has been an element in any decision.

6.4 Grievance

The School ensures that any grievance relating to discrimination is treated seriously and promptly. Staff who believe that they have been discriminated against can pursue the matter by raising a complaint, in accordance with the School Grievance policy.

7. Roles and responsibilities

7.1 Executive Headteacher and Assistant Headteachers

Have responsibility to:

- implement the Diversity and Inclusion Policy on a day-to-day basis in accordance with the agreed procedures, and ensure that people are aware of it;
- ensure everyone within the School community has access to this policy and is aware of their responsibilities;
- ensure that there are appropriate resources and training for the implementation of the policy within the context of whole School development planning;
- take appropriate action in the case of contravention of the policy in line with School Policy;
- make returns of racist incident forms to the LA.

7.2 All Staff

All members of teaching and support staff have responsibility to:

- follow the School's policy on equality and equal opportunities;
- treat all members of the community with respect and courtesy;
- provide a positive role model by observing the principles of this policy;
- create and foster an ethos of respect and appreciation for the diversity of culture, ethnicity and religion within our School community;
- enact the School procedures for dealing with incidents contrary to the School policy on equal opportunities.

Failure to comply with or conform to the Policy is treated as a serious matter. The School will follow the Disciplinary Procedures and, if necessary, Capability Procedures.

Teachers have additional responsibility to:

- ensure that all children have equal access to a broad and differentiated curriculum that allows them to achieve their full potential;
- monitor the resources used to ensure that the curriculum reflects the principles of this policy.

Note: according to Government guidance, where individual teachers are concerned, having a view about something does not amount to discrimination. It is not unlawful for a teacher to express personal views e.g. on religion or sexual orientation, provided that it is done in an appropriate manner and context (for example when responding to questions from pupils, or in an RE or PSHE lesson). However, the School makes clear that teachers are in a very influential position and their actions and responsibilities are bound by much wider duties than the equality legislation, and expects all staff to remember this. A teacher's ability to express his or her views should not extend to allowing them to discriminate against others. Disciplinary procedures may be followed if personal views are considered by the recipient as discriminatory.

7.3 Children

Children in the School have a responsibility to:

- treat all members of the community with respect and courtesy;
- work to the best of their ability and allow others to do the same;
- provide a positive role model to their fellow pupils;
- respect other people's cultural, ethnic and religious heritage and all aspects of the community's diversity, in order to promote understanding and positive attitudes.

7.4 Parents

It is expected that parents take responsibility to:

- treat all members of the community with respect and courtesy;
- be positive role models for their children;
- be aware of the Diversity and Inclusion Policy and support its implementation within the School and the wider community.

Should any parent be in breach of this Policy, the Headteacher will see him/her in the first instance, and reinforce the School's expectations. If incidents persist, the incident will be referred to the LA or Police as appropriate.

Policy Review:

Jennifer Wood, Centre Director (Total Tuition)

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Date reviewed: August 2019 (Total Tuition)

Date updated: May 2020 (Total Tuition) & July 2020 (Rosewood Independent School)

Reviewed: July 2021

Reviewed: 1st September 2022, Jennifer Abraham