

**Inclusion** is at the  
**heart** of our trust



# Pupil Equality, Equity, Diversity and Inclusion Policy



### Document control table

<b>Document Title</b>	Pupil Equality, Equity, Diversity and Inclusion Policy
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### Document History

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1	February 2024	COO	New policy directly in relation to pupils



## Introduction

Oak Learning Partnership understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our trust's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our trust's aims.

Specifically, we aim to:

- Ensure inclusion is at the heart of our trust
- Push all pupils to reach their full potential
- Treat everyone with respect, dignity, and warmth
- Actively embrace diversity

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our trust schools
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

### 1. Protected characteristics

1.1 Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

1.2 Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

1.3 Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

### 2. Sex

2.1 For the purpose of this policy, sex refers to a pupil's biological assignment at birth depending on their reproductive organs. The trust understands that some pupils identify as a gender different to the sex they were assigned at birth, and we will support pupils through their transitioning phases.

2.2 Staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

2.3 The trust schools will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

2.4 The schools will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

2.5 Pupils will be offered equal opportunities to undertake any activity in the schools, e.g. in relation to technology lessons, all pupils will be allowed to choose which skills they learn.

2.6 There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the schools will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.

2.7 Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

### **3. Race and ethnicity**

3.1 Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the schools will regularly review its practices to ensure that they are fair.

3.2 Staff will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times.

3.3 The schools will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

3.4 The schools may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

### **4. Disability**

4.1 Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our schools practices to ensure they are fair.

4.2 The schools will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a

presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

4.3 Staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

4.4 The schools will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

4.5 The schools will meet their duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

4.6 The schools will adhere to their Special Educational Needs and Disabilities (SEND) Policies containing further information addressing equal opportunities for pupils with SEND.

## **5. Religion and belief**

5.1 Staff will ensure that pupils are not singled out or treated less favourably because of their religion or belief.

5.2 The schools will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

5.3 Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

5.4 The schools will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

## **6. Sexual orientation**

6.1 Staff will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

6.2 The schools will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. The schools will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with the school's policy.

6.3 Staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

6.4 Staff will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity.

6.5 The schools will ensure that there is a designated safe space where pupils can discuss issues of sexual orientation without fear of discrimination.

## **7. Gender reassignment**

7.1 Staff will ensure that pupils are not singled out or treated less favourably in relation to gender reassignment, i.e. because they are trans or have trans parents, siblings or other family members. The

schools recognise that gender reassignment does not necessarily involve physical change and can be solely social and emotional.

7.2 Pupils will have the right to dress in accordance with their true gender identity within the constraints of our dress code, outlined in our School Uniform Policies.

7.3 The schools will ensure that there are suitable toilet and changing facilities for pupils to use, including:

- Gender-specific toilets and changing facilities.
- Private changing facilities.

7.4 The facilities will be made available to all pupils and pupils can use the facility they feel most comfortable in, e.g. if a trans pupil wished to use a private changing room.

7.5 The schools will support trans pupils to feel comfortable and ensure they can celebrate their identity.

7.6 The schools will ensure that there is a designated safe space within the school where trans pupils can discuss issues of gender without fear of discrimination.

## **8. Pregnancy and maternity (where applicable)**

8.1 The schools will ensure that pupils are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding.

8.2 The schools will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils who are pregnant or have just given birth.

## **9. Looked-after children (LAC)**

9.1 LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

9.2 Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

9.3 A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

9.4 Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

## **10. The curriculum**

10.1 Pupils will be exposed to thoughts and ideas of all kinds, and the schools will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. The schools will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

10.2 The observation of inclusive teaching strategies will remain a key aspect of the SLT's programme of monitoring.

10.3 The school will respect the right of parents to withdraw their child from sex education.

## **11. Promoting inclusion**

11.1 The trust will promote inclusion and equality at our schools through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our school governance and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

## **12. Pupils that have left school**

12.1 The school's responsibility to not discriminate, harass or victimise will not end when a pupil has left school. It will continue to apply with regard to subsequent actions related to our previous relationship with the pupil, such as the provision of references.

## **13. The Public Sector Equality Duty**

13.1 The trust will meet its duty to publish:

- Annual information to demonstrate how the trust is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in the Protected characteristics section of this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.

13.2 There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

## **14. Bullying and discrimination**

14.1 Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

14.2 Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

14.3 The headteacher will decide whether it is appropriate to notify social services and/or the police of any incident.

14.4 Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Policy.

## 15. Staff training

15.1 New staff will receive relevant training on the provisions of this policy during their induction.

15.2 Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, Pride, and International Women's Day.

