



## **POLICY STATEMENT:**

# **EQUALITY, DIVERSITY AND INCLUSION**

At Claremont Fan Court School, our vision is simple. All that we do is focused on developing exceptionally well-rounded individuals with the skills to thrive and positively contribute to a rapidly changing society.

### **Governors' statement**

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, gender reassignment, marriage or civil partnership status, pregnancy and maternity, race (including colour, nationality, ethnic or national origin), religion or belief, sex and sexual orientation (together known as “protected characteristics”) (see Appendix A for definitions).

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. At Claremont, we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people’s backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## Policy framework

In fulfilling the legal obligations cited above, this policy statement provides a clear framework to protect all adults and children from prejudice or discrimination of any kind and to ensure that Claremont:

- is a positive place where there is a shared commitment to recognise and respect difference and diversity
- is a place where any form of prejudice is challenged
- consistently models that everybody is of equal value
- meets the individual needs of children and adults
- promotes equality in all its policies, systems, processes, monitoring and evaluation
- fosters positive attitudes and relationships, and shared sense of belonging
- aims to reduce and remove inequalities and barriers

Within the policy, please see Appendix A for the key glossary of terms.

## Roles and responsibilities

The governing body will:

Ensure that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

They will challenge the leadership team to ensure that equality and diversity is considered in all aspects of the school's work.

The head and leadership team will:

- ensure this policy is implemented effectively and consistently
- work closely with all stakeholders to ensure that systems, processes and practices are free from conscious or unconscious discrimination or bias
- challenge all school leaders to be alert to and monitor equality issues for both adults and children
- ensure that all staff are aware of their responsibilities under this policy and are provided with appropriate training and support
- ensure a thorough, diligent, and rigorous response to allegations of discrimination at the school
- ensure that assemblies and other opportunities are used to promote everybody's responsibility to ensure equality and celebrate diversity and inclusion
- record and monitor occurrences of discrimination or inequality perpetrated by adults or children with regard to protected characteristics.

Middle leaders will:

- ensure that equality and diversity are core principles of subject curricula and pastoral work and that these are positively addressed wherever possible
- ensure that teaching practices in subject curricula challenges discrimination and inequality
- lead by example as positive role models of equality.

All staff are expected to:

- ensure that they are fully aware and comply with all aspects of the school's policy and practice on equality, diversity and inclusion and anti-harassment and bullying and attend relevant training as required.
- plan and deliver curricula and lessons that reflect our principles and promote an inclusive and collaborative ethos
- challenge and report any form of discrimination or inequality against children or adults
- lead by example as positive role models of equality
- Attend training sessions as necessary to carry out this policy and to keep up to date with equalities legislation.

We also expect that students, visitors and parents will support the school's commitment to equality and act accordingly by recognising and respecting diversity, different faiths and beliefs and foster positive attitudes and relationships and a shared sense of belonging. We encourage the reporting to senior staff of any behaviour that constitutes discrimination, harassment, victimisation or bullying both face-to-face and online.

## Procedures and practices

### Guiding principles

Claremont is committed to ensuring complete equality for every child and adult.

The school will always provide an environment which respects and values the positive contributions of all members of its community.

The school will always promote every adult and child's right to be:

- treated well, with dignity and respect
- always treated fairly
- protected from discrimination and bias
- encouraged and supported to achieve their best

Curriculum and pastoral areas, where appropriate, use materials that reflect a range of cultures, backgrounds and lifestyles.

Policies, displays, notices, meals, and uniform in the school will all reflect the entire school population and with due diligence to protected characteristics. Positive images of adults and children of all characteristics will show commitment to inclusion and equal opportunities.

The school will not tolerate any incidents of any child or adult receiving less favourable treatment on grounds of age, sex, sexual orientation, disability, religion or belief, race, gender reassignment, pregnancy or maternity, marriage or civil partnership status or any other characteristic.

The school will have clear and simple systems to investigate occurrences of actual or potential discrimination.

The school will ensure that the buildings and the physical environment are regularly reviewed and assessed to meet the needs of adults and children with restricted mobility.

In support of equality for all adults and children, the school will gather, maintain and review information about the characteristics of all members of the school community. Further information will be sought and recorded where the school needs more detail to help, support and protect adults and children. All information will be held in the strictest confidence.

The school will engage positively with any adult or child who would benefit from reasonable adjustments to support their day-to-day activities. The school will support any such reasonable adjustments with appropriate risk assessments where relevant and/or adaptations to resources.

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

All staff will ensure that:

- students of any gender are encouraged and supported to aim high, participate equally in physical and intellectual activities and make full use of the broad range of careers opportunities available at Claremont
- they make every effort to fully integrate students with disabilities into the life of the school by adapting practices and strategies and ensuring adequate risk assessment and access arrangements
- that students of all ethnic backgrounds are encouraged to contribute to their education by bringing their cultural experiences, values, and perceptions to it
- students of all abilities will be provided with the teaching and experiences required to ensure that through stretch and challenge, every student achieves their best given their starting point
- students of all sexualities, including those that are transgender or gender diverse, experience the support they need to thrive within the Claremont community so that they are confident and comfortable with their identity and ready for the adult life
- the needs and cultures of students from all ethnicities are carefully recognised, considered, appreciated, and valued by all so that outstanding race relations are the norm across the CFC school community.

## **The curriculum**

We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities and teach our students to recognise and challenge both stereotypes and prejudice and to value difference.

Resources used in lessons and assemblies challenge stereotypes and reflect the diversity of society.

We take positive action to ensure that people with a range of different identities engage with our school community, for example guest speakers, JGP and careers talks etc.

## **Concerns about possible discrimination**

Dealing with discriminatory behaviour is the responsibility of everyone. All students will be regularly reminded of what to do if they feel they have witnessed discrimination, prejudice or inequality at Claremont.

If a student feels they have been abused or discriminated against on any grounds, they should report the matter immediately to their form tutor, head of house or a senior leader. All students can expect to be listened to and have their complaints thoroughly and independently investigated. Ideally, incidents should be reported as soon as possible of the date of occurrence so that the school can respond promptly to concerns.

Children's and adult's concerns about equality or discrimination will be carefully listened to and investigated promptly.

Where any prejudice or discrimination is alleged, the matter will be investigated in line with either the school's behaviour policy (for students) or the staff conduct policy (for staff).

If any person feels that their complaint has not been dealt with properly, the matter may be escalated in line with our complaints policy and usually referred to the headteacher or chair of governors for further consideration.

## Related policies

The policies detailed below are relevant and should be read alongside this policy:

- Admissions policy
- Accessibility policy
- Pupil anti-bullying policy
- Behaviour, rewards and sanctions policy (junior school and senior school)
- Safeguarding & child protection policy
- Individual needs policy
- PSHEE policy
- Relationships and sex education policy
- Recruitment and selection policy
- Curriculum policy and teaching and learning procedure
- Equal opportunities for pupils
- Staff code of conduct policy (staff)
- Equality, diversity and inclusion (staff)
- Anti-harassment and bullying policy
- Prevention of sexual harassment policy (staff)

(This list is not exhaustive).

## Monitoring, review and evaluation

The governing body will ensure that the procedures and practices of this policy are monitored, reviewed and evaluated.

The head will ensure that the governing body is presented with the necessary information to rigorously evaluate:

- pupil admissions
- provision and opportunities for students
- student behaviours and attitudes
- staff recruitment and appointment
- proactive support for staff equality
- staff conduct
- investigations into prejudice or discrimination in the context of promoting equality and challenging discrimination.

Senior leaders will monitor:

- student admission processes to ensure no applicant of any characteristic is unfairly advantaged or disadvantaged
- school provision, curricula and support to assess the frequency and quality of opportunities to promote equality to students
- student behaviour records to ensure a prompt response to incidents of prejudice and discrimination
- the outcome of staff appointments against protected characteristics to evaluate and act on any potential conscious or unconscious discrimination
- training, raising awareness and support for staff to promote equality in all aspects of their roles
- records of staff conduct to educate, support and challenge staff where potential or actual equality has taken place.

Claremont is committed to the continuing development and review of its policies and procedures to ensure equality of opportunity and treatment to current and prospective pupils. In line with the monitoring analysis, we will review our equality objectives (also considering national and local priorities or issues) and, where necessary and appropriate, the school may introduce new policies and procedures. Our equality objectives are incorporated into the school development plan and reviewed regularly.

This policy will be reviewed every two years (or more regularly where required) and be approved by the governing body.

**Reviewed by:** Governing Body (October 2024)

## Appendix 1: Glossary

<b>Antisemitism</b>	A certain perception of Jews, which may be expressed as hatred toward Jews.
<b>Biphobia</b>	Prejudice or negative attitudes, beliefs or views about bisexual people.
<b>Cisgender</b>	Someone whose gender identity is the same as the sex they were assigned at birth.
<b>Disability</b>	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
<b>Discrimination</b>	<p>This can be direct: When someone is treated less favourably than another person or other people because:</p> <ul style="list-style-type: none"> <li>• they have a particular protected characteristic</li> <li>• someone thinks they have that protected characteristic (discrimination by perception)</li> <li>• they are connected to someone with that protected characteristic (discrimination by association)</li> </ul> <p>Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.</p>
<b>Gender identity</b>	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
<b>Gender reassignment</b>	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
<b>Harassment</b>	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
<b>Homophobia</b>	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
<b>Islamophobia</b>	<p>A type of racism that targets expressions of Muslimness or perceived Muslimness.</p> <p>Further information <a href="#">here</a>.</p>
<b>Prejudice-related incident</b>	Any incident perceived as prejudice-related by the victim or anyone else.



<b>Race and ethnicity</b>	Includes skin colour, nationality and ethnic or national origins.
<b>Racism</b>	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
<b>Reasonable adjustments</b>	<p>Taking reasonable steps to remove disadvantages faced by disabled people by:</p> <ul style="list-style-type: none"> <li>• changing provisions, criteria or practices</li> <li>• changing or removing a physical feature or providing a reasonable alternative way to avoid that feature</li> <li>• providing auxiliary aids</li> </ul>
<b>Religion or belief</b>	<p>Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.</p> <p>We include people who have no religion or a lack of belief.</p>
<b>Sex</b>	Whether someone is male, female or intersex.
<b>Sexism</b>	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
<b>Sexual orientation</b>	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
<b>Transgender</b>	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
<b>Transphobia</b>	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity.
<b>Victimisation</b>	<p>Treating someone badly because they are:</p> <ul style="list-style-type: none"> <li>• making a claim or complaint of discrimination</li> <li>• helping someone else to make a claim by giving evidence or information</li> </ul> <p>Or because they intend to do so.</p>