



# **The Eaglewood School**

*“Raising Aspiration and Changing Lives”*

## **Equality, Diversity and Inclusion (Learner) Policy**

## POLICY DETAILS

<b>Subject and Version of Document:</b>	Equal Opportunities and Diversity (Learner) Policy
<b>Author:</b>	Mrs L Allen, Exams Officer
<b>Persons/Committees consulted whilst document in draft:</b>	Approved by Governors
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<b>Date of next review/update and by whom:</b>	The Eaglewood Governors <b>March 2026</b>
<b>Copy obtainable from and/or distribution:</b>	PA to the Headteacher
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<b>Responsibility for dissemination to new staff:</b>	Line Manager
<b>Headteacher Target Audience:</b>	All Staff; Commissioning Schools; Students; Parents/Carers and The Local Authorities

### Policy Review

This Policy will be reviewed annually.

## Legal Framework

This Policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This Policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This Policy operates in conjunction with the following school policies:

- SEND Policy
- Supporting Students with Medical Needs Policy
- Attendance Policy
- Relationships, Sex Education and Health Education Policy
- Children with Health Needs Who Cannot Attend School Policy
- Admissions/Referral Policy
- Designated Teacher For Looked After (And Previously Looked After) Children Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policies
- Complaints Policy
- Accessibility Plan

## Roles and Responsibilities

The Governing Body will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure students and potential students will not be discriminated against, harassed or victimised in relation to:
  - Admissions.
  - The way the school provides and education for students.
  - How students are provided with access to benefits, facilities and services.
  - The exclusion of a student or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the Headteacher.

The Headteacher will:

- Implement and champion this Policy, ensuring that all staff and students apply its guidelines fairly in all situations and flag any issues that need addressing.
- Encourage everyone to have a more inclusive attitude.
- Look out for signs of discrimination, inequality and exclusion and address them as soon as possible.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this Policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Monitor and assess how the policy and any supporting action plan are working in practice, reviewing them annually, and considering and taking action to address any issues.
- Ensure that appropriate counselling is made available for students who require immediate interventions, parental assistance and personal counselling.

School Staff will:

- Be alert to the possible harassment of students, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.

- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all students, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

### Protected Characteristics

Staff will not discriminate against, harass or victimise a student, or prospective student, 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.

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

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

### Sex

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

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

The school will only separate students by sex where there is reasonable justification for doing so, or if one of the following applies:

- Students 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 students of one sex is disproportionately low.

The school 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.

Students will be offered equal opportunities to undertake any activity in the school, e.g. in relation to technology lessons, all students will be allowed to choose which skills they learn.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the school will ensure that such classes do not give students a disadvantage when compared to students of the other sex in other classes. Occasions where students 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 students will be allowed to attend the single-sex class that corresponds with the gender they identify with.

Students' 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.

### Race or Ethnicity

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

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

The school will not segregate students 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.

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

## Disability

- Staff will ensure that students with disabilities are not singled out or treated less favourably than other students simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.
- The school will avoid implementing rules that could have an adverse effect on students with disabilities (e.g. by making physical fitness a basis for admission, or asking all students to deliver a presentation, as this could be unfair towards students with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.
- Staff will ensure that they do not discriminate against students with disabilities because of something which is a consequence of their disability (for example, by not allowing a student 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.
- The school will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of students with disabilities, especially where the student also has SEND but does not have a SEND statement or EHC plan.
- The school will meet its duty to undertake accessibility planning for students with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.
- The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for students with SEND.

## Religion and Belief

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

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

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

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

## Sexual Orientation

Staff will ensure that all LGBTQ+, or the children of LGBTQ+, parents/carers, are not singled out for different or less favourable treatment from that given to other students.

The school will ensure that students 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 Pathways lessons. The school will educate students on positive relationships, families and gender identities within the LGBTQ+ community. Pathways lessons will be taught in accordance with the school's policy.

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

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

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

### Gender Reassignment

Staff will ensure that students 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 school recognises that gender reassignment does not necessarily involve physical change, and can be solely social and emotional.

Students will have the right to dress in accordance with their true gender identity within the constraints of our school dress code as detailed on the school website.

The school will ensure that there are suitable toilet and changing facilities for students to use, including:

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

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

The school will support trans students to feel comfortable and ensure they can celebrate their identity.

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



### **Pregnancy and Maternity**

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

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

To ensure all school-age parents and pregnant students are properly supported and the school can fulfil its duty of care.

### **Looked After (LAC) and Previously Looked After Children (PLAC)**

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

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

A personal education plan will be created and implemented for all LAC and PLAC students, 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.

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

The school will adhere to its Designated Teacher For Looked After (And Previously Looked After) Children Policy containing further information addressing equal opportunities for LAC.

### **The Curriculum**

Students will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a student may have. The school 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.

The school will respect the right of parents to withdraw their child from sex education, however there is not right to withdraw from the relationships or health education element.

### **Promoting Inclusion**

The Eaglewood School will promote inclusion and equality through:

- Ensuring that students 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 Governing Body and School Staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in students an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational visits that expose students 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 students, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues on the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a student from a particular social or racial group, or with SEND.

### Students that have left School

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

### Bullying and Discrimination

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

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 Policies.

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

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