



The Wildings

Equality and Diversity

Policy

Last updated on [11/11/2024](#)

To be reviewed [annually](#) by the [Principal](#)

A note on terminology

The term "school" is used throughout. The nature of school as defined by Rele Heuristics Hub (CIC) is made clear in the published Visions, Aims, Values and Standards Documentation and website information. This will also be reflected consistently and coherently in Rele Heuristics Hub (CIC)'s constitution as a Community Interest Company (CIC) as detailed in "Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 5: constitutional documents".

The terms "principal", "governance" and "governance lead" are used throughout. The nature of leadership and governance for a Community Interest Company is detailed within the "Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 9: corporate governance".

The term "reporting" is used throughout. It is made clear in the policies whether reporting is internal or external, compliance or quality assurance. Reporting obligations arising from being a CIC are detailed in "Office of the Regulator of Community Interest Companies: Information and guidance notes – Chapter 8: statutory obligations".

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Statement of intent

Equality Objectives Statement

Opening statement

The school's Equality Information and Objectives Statement sets out how the school is meeting the PSED and outlines how equality of opportunity is ensured for all members of the school community. The Equality Information and Objectives Statement is reviewed at least every four years and is published on the school website annually.

The Wildings welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.
- Promote mental health and wellbeing

We will not discriminate against, harass or victimise any young person, prospective young person, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

Equality is one of four core principles which underpin our day to day work we do with all in the school community. We expect with this focus in our work incidents of inequality in all its forms, will decrease at The Wildings.

We aim to promote young people's spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for young people and colleagues. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

Our school's democratic model is directly linked to our overall aims for achieving equality. Specifically, we aim to eradicate discrimination.

We believe that a greater level of wellbeing from young people and colleagues can be achieved by realising and celebrating the uniqueness of individuals. The Wildings is committed to creating a prejudice-free environment where individuals feel confident and at ease. This environment will be achieved by:

- Challenging bias and in order to move the conversation forward.
- Communicating non-violently.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Equipping our community to understand why prejudice and discrimination happen and the impacts they have on people.
- Using democracy within the school as a platform to discuss and resolve real life incidents of discrimination.

We are committed to having a balanced and fair curriculum. We believe that our young people should be exposed to ideas and concepts that may challenge their understanding, to help young people learn about and become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

Dealing with prejudice

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school and the wider global community with the utmost severity. When colleagues witness any form of prejudice, we challenge it on the spot and record the incident. When an incident is reported, through our thorough reporting procedure, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm.

Our young people are supported to be:

- Understanding of others.
- Celebratory of cultural diversity.
- Eager to reach their full potential.
- Inclusive.
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employee's will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.

- Seek training if they need to improve their knowledge in a particular area.

Equality and dignity in the workplace

We do not discriminate against colleagues with regards to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All colleagues are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.

Closing statement

Prejudice is not tolerated and our day to day work has an equality focus to ensure true equality, in all its forms and making sure that it is live within the school community. We are continuously working towards equipping our young people and colleagues with the understanding and skills needed to embrace a more accepting and respectful world.

1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- Data Protection Act 2018

1.2. This policy has due regard to statutory 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 (2014) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy is related to the following other school policies:

- LAC Policy
- SEND Policy
- Curriculum Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Communication Policy
- Data Protection Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure young people and potential young people will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides an education for young people.
 - How young people are provided with access to benefits, facilities and services.
 - The exclusion of a young person 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 principal will:

- Implement and champion this policy and its procedures.
- Conduct regular training sessions to ensure all members of colleagues 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.
- Ensure that appropriate counselling is made available for young people who require immediate interventions, parental assistance and personal counselling.

Colleagues will:

- Be mindful of any incidents of harassment or bullying in the school.
- Track and monitor any instances of discrimination and deal with these in a consistent manner, making a report to the principal as necessary and following up with young people as required.
- Identify and challenge bias and stereotyping within the curriculum and the school's culture.
- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor young peoples' progress and needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- Champion diversity and inclusion.

3. Data protection

The school will adopt secure controls on sensitive personal data, ensuring all data is accurate, secure and processed fairly and lawfully.

The school will gain consent from young people and parents before any sensitive personal data is processed.

The school will respect all young peoples' right to privacy and will not disclose a young person's trans^{1*} status or sexual orientation to any other young people, colleagues members or third parties.

The school holds a Data Protection Policy containing further information addressing data protection.

¹ Trans* is an umbrella term that refers to all of the identities within the gender identity spectrum.

4. Protected characteristics

We will not discriminate against, harass or victimise a young person, or prospective young person, 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 identity and/ or Reassignment.
- Pregnancy or maternity.
- Age.
- Marriage/ Civil Partnership.

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

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

We will regularly review our school practices to ensure that they are fair with regard to all the protected characteristics listed in 4.1.

5. Sex

For the purpose of this policy, sex refers to their biological assignment at birth depending on their reproductive organs. We understand some young people may wish to identify with another gender, and we will support young people through their transitioning phases.

We will ensure that young people of one sex are not singled out for different or less favourable treatment from that given to young people of other sexes. – to achieve this,

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, such as RSE, but we will ensure that such classes do not give young people an unfair disadvantage when compared to young people of the other sex in other classes.

The school will only separate young people by sex where there is reasonable justification or if one of the following applies:

- Girls or boys will suffer a disadvantage connected to their sex
- Girls or boys have needs that are different from the needs of the other sex
- Participation in an activity by girls or boys 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.

Boys and girls will be offered an equal opportunity to undertake any activity in the school, e.g. in relation to technology lessons all young people will be allowed to choose which skills they learn.

Occasions where boys and girls 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 segregation.

Where a subject is taught in a single-sex class, young people undergoing gender reassignment will be allowed to attend the single-sex class that corresponds with the gender they identify with.

young people' 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 segregation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

6. Race and ethnicity

We will ensure that young people of all races and ethnicities (including those who have EAL) are not singled out for different and less favourable treatment from that given to other young people, regularly reviewing our school practices to ensure that they are fair.

We will not segregate young people 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.

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

7. Disability

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

We will ensure that we do not discriminate against young people with a disability by implementing a rule for all young people that could have an adverse effect on young people with disabilities only (for example, making physical fitness a basis for admission, or asking all young people to deliver a presentation, as this could be unfair towards young people with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will ensure that we do not discriminate against young people with disabilities because of something which is a consequence of their disability (for example, by not allowing a young person on crutches outside at break time because it would take too long for him/her to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will make any reasonable adjustments, and provide any auxiliary aids necessary to ensure the full inclusion of young people with disabilities, especially where the young person also has SEND but does not have a SEND statement or EHC plan.

We will meet our duty to undertake accessibility planning for young people with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The school adheres to our SEND Policy containing further information addressing equal opportunities for young people with SEND.

8. Religion and belief

We will ensure that young people are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.

We will ensure that young people 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 Truancy Policy.

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

9. Sexual orientation

We will ensure that all gay, lesbian and bi-sexual young people, or the children of gay, lesbian or bi-sexual parents, are not singled out for different or less favourable treatment from that given to other young people, regularly reviewing our school practices to ensure that they are fair.

We will ensure that young people 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 RSE.

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

RSE lessons will be taught in accordance with our Relationships and Sex Education Policy.

We will ensure that there is a designated safe space within our school where young people can discuss issues of sexual orientation without fear of discrimination.

10. Gender reassignment

We will ensure that young people are not singled out or treated less favourably because they have undergone, or are proposing to undergo, gender reassignment, or have trans* parents, regularly checking our school practices to ensure that they are fair.

We will make reasonable adjustments to accommodate absence requests for treatment and support of trans* young people by external sources, e.g. charities such as Stonewall. Any such absences will be recorded accurately and sensitively by the SENCO to ensure the privacy of the young person.

young people have the right to dress in accordance with their true gender identity within the constraints of our code of conduct, to be drawn up with the young people.

We will ensure that there are suitable toilets and changing facilities for young people to use.

The facilities will be made available to all young people and young people can use the facility they feel most comfortable in e.g. a trans* young person using a private changing room.

We will ensure that there is a designated safe space within our school where trans* young people can discuss issues of gender without fear of discrimination.

11. Pregnancy and maternity

We will ensure that young people are not singled out or treated less favourably because they become pregnant, or have recently given birth, or because they are breastfeeding.

We will make reasonable adjustments to accommodate absence requests for the treatment and support of young people who are pregnant or have just given birth.

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

12. English as an additional language (EAL)

We will ensure that young people are not singled out or treated less favourably because English is not their first language.

Young people with EAL will face various difficulties throughout their academic life. Young people' aptitude for English will vary, but many will face barriers to learning, accessing the curriculum and reaching their full potential. Young people with EAL must learn in and through another language. In addition, they may come from different cultural backgrounds to their peers and face different expectations of language, education and learning.

We will:

- Welcome the cultural, linguistic and educational experiences young people with EAL contribute to the school.

- Ensure strategies are in place to support young people with EAL.
- Enable young people with EAL to become confident, and to acquire the language skills needed to reach their full academic potential.

Our strategic objectives are to:

- Provide a welcoming atmosphere for newly arrived young people with EAL.
- Assess the skills and needs of young people with EAL.
- Gather accurate information regarding children's backgrounds, cultures and abilities.
- Equip colleagues with the necessary skills, resources and knowledge to support young people with EAL.
- Use all available resources to raise the attainment of young people with EAL.
- Systematically monitor young people' progress, and adapt policies and procedures accordingly.
- Ensure all children's languages, cultures and identities are represented in classrooms and throughout the school.
- Maximise opportunities to model the fluent use of English.
- Ensure young people with EAL are acknowledged for their skills in their own languages.

13. Looked after children (LAC)

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

We will ensure that young people 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, 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.

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

The school adheres to our LAC Policy containing further information addressing equal opportunities for LAC.

14. The curriculum

We believe that young people should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified

changes to our curriculum content on the grounds of any protected characteristics that a young person may have.

We 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.

To ensure equality, diversity and tolerance is taught and promoted throughout each subject area by discussion of stereotypes, cultures and differences in lessons.

The observation of inclusive teaching strategies is a key aspect of the SLT's annual programme of monitoring.

We will respect the right of parents to withdraw their child from the sex education part of RSE, that is not included in statutory science or the relationships curriculum.

Termly culture days support the celebration of diversity.

15. Promoting inclusion

We will promote inclusion and equality at our school through:

- Ensuring that young people are called by their preferred names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and colleagues reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in young people an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose young people to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extra-curricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching colleagues avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all young people, 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 as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.

16. Supporting young people with medical conditions

We will ensure that any medical conditions related to a young person with a protected characteristic is fully supported in line with our Supporting young people with Medical Conditions Policy.

17. Young people that have left school

Our responsibility not to discriminate, harass or victimise does not end when a young person has left school. It will continue to apply with regards to subsequent actions related to our previous relationship with the young person, such as the provision of references.

18. The Public Sector Equality Duty

Whilst we are not obliged to, we will publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding young people who have any of the protected characteristics outlined in [section 4](#).
- Equality objectives (at least every four years) outlining how we may further equality in our school.

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

19. 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 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.

It is the responsibility of the principal to 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 our Complaints Procedures Policy.

20. Colleagues training

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

Whole-school colleagues training will be delivered in-house, at least three times per year.

colleagues will receive the appropriate equalities training that will:

- Focus on colleagues specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.

- Ensure all colleagues are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all colleagues are aware of their responsibilities and how they can support young people with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards young people 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 young people 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.

21. Monitoring and review

This policy will be reviewed by the principal and governing board annually and updated where appropriate – any amendments will be duly communicated to colleagues.

This policy will next be reviewed in **November 2025**.

Appendix

Equality Act 2010 Protected Characteristics

The definitions used in this appendix are based on the Equality Act 2010, the full text of which is available [here](#).

Age: The Act protects people of all ages; however, differential treatment because of age is not unlawful direct or indirect discrimination if it can be justified, i.e. if you can demonstrate that it is a proportionate means of achieving a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.

Disability: The Act protects people who are disabled; the Act defines this as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Gender identity and/or reassignment: The Act protects transgender people. The Act no longer requires a person to be under medical supervision to be protected, so a person who does not undergo any medical procedures would be covered by these protections.

Marriage and civil partnership: The Act protects people who are married or in a civil partnership against discrimination. Single people are not protected.

Pregnancy and maternity: The Act protects people against discrimination on the grounds of pregnancy and maternity during the period of their pregnancy and any statutory maternity leave to which they are entitled.

Race: The Act protects people of all races; the Act's definition of race includes colour, nationality, and ethnic or national origins.

Religion or belief: The Act protects people of any religion, including specific denominations or sects, as well as a lack of religion, i.e. employees or jobseekers who do not follow a certain religion or do not follow any religion are protected. The Act protects people of any belief; this is defined as any religious or philosophical belief, or a lack of such belief, that is a weighty and substantial aspect of human life and behaviour.

Sex: The Act protects men and women.

Sexual orientation: The Act protects lesbian, gay, bisexual and heterosexual staff.