



**BELMONT SCHOOL**  
**(Additionally Resourced Mainstream School)**

**Equality and Diversity Policy**  
**JULY 2022**



<p><b>UNCRC Article 2</b>  <b>Individual children and young people shouldn't be discriminated against when these rights are realised. This covers both direct and indirect discrimination.</b>  <b>Global Goal – Reduced Inequalities</b>  <b>Reduce inequality within and among countries.</b></p>	
<b>Head Teacher</b>	
<b>Name</b>	Mrs P Aggarwall
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<b>Name</b>	Mr M Kara
<b>Date Ratified</b>	5 <sup>th</sup> July 2022
<b>Review Date</b>	May 2023

## **Equality and Diversity Policy**

### **A. Rationale**

The Governors at Belmont School (“**Belmont**”) are committed to complying with the Equality Act 2010 (the “**Act**”) when it comes to promoting equal opportunities in employment and providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination.

The purpose of this policy is to set out Belmont’s approach to equal opportunities and the avoidance of discrimination in the classroom and at work. Belmont is committed to overcoming sexist, racist and classist attitudes with an approach which seeks to raise consciousness and develop positive attitudes.

This policy does not form part of any contract of employment or other contract to provide services, and the Governors of Belmont may amend it at any time.

### **B. Who does the policy apply to?**

This policy applies to all students, employees, officers, consultants, contractors, volunteers, interns, casual workers, and agency workers.

### **C. Vision**

Development of the whole school learning community promotes personalised and independent learning throughout the learning journey for pupils and adults. Pupil voice informs all school development priorities – every child, every day make us stronger together.

At Belmont School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers and other stakeholders irrespective of race, disability, gender, sexuality, religion or belief or socio-economic background. We aim to develop a culture of inclusion and diversity in which all stakeholders connected to our school feel proud of their identity and are able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions diversity and respect for all.

At Belmont School we respect difference, value diversity and embrace equality and fairness for all.

### **D. Aims and Expectations**

At Belmont, we do not discriminate against anyone, staff or pupil, on the grounds of their age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (the “**Protected Characteristics**”).

We promote the principles of fairness and justice for all through the education we provide and ensure that all pupils have equal access to the full range of educational opportunities provided by the school.

We constantly strive to remove any forms of direct or indirect discrimination that may form barriers to learning.

We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

We challenge stereotyping and prejudice whenever it occurs.

We celebrate the cultural diversity of our community and show respect for all minority groups.

We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

## **E. Background**

### Legal Requirements

The Act defines a number of types of unlawful behaviour, including:

- Direct discrimination.
- Indirect discrimination.
- Failing to make reasonable adjustments for disabled pupils or staff.
- Discrimination arising from disability.
- Harassment related to a protected characteristic.
- Victimisation of someone because they have made, or helped with, a complaint about discrimination.

### Protected characteristics

The Act uses the term "protected characteristics" to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

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

### The Legal Framework

The Equality and Diversity Policy of Belmont has been developed in line with the following legal frameworks:

- UN Convention on the Rights of the Child
- UN Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs (Information) Regulations 1999
- Education and Inspections Act 2006
- Equality Act 2010
- Specific Duties Regulations 2011

Belmont recognises that the Act introduced the Public Sector Equality Duty (PSED) which applies to all public bodies including all schools. This PSED has two parts; the General and the Specific. Within the General Duty we recognise that we are required to have 'due regard' to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those that do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- Having 'due regard' means we must consciously think about the three main elements of the general duty as part of decision making, developing and reviewing our policies and on how we deliver our services.
- With regards to the Specific Duty at Belmont School we recognise that we are required to: - Publish information annually to demonstrate compliance with the PSED - Publish equality objectives every 4 years.
- We are mindful that all information will be made accessible to the public.

#### **F. Expectations**

The following forms of discrimination are prohibited under this policy and are unlawful:

1. Direct discrimination: treating someone less favourably because of a Protected Characteristic.
2. Indirect discrimination: a provision, criterion or practice that applies to everyone but adversely affects people with a particular Protected Characteristic more than others, and is not justified.
3. Harassment: this includes sexual harassment and other unwanted conduct related to a Protected Characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.
4. Victimisation: retaliation against someone who has complained or has supported someone else's complaint about discrimination or harassment.
5. Disability discrimination: this includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

#### **G. Guiding Principles regarding Equality/Good Practice regarding Students**

In working towards fulfilling our legal obligations under the Act and integrating equality within our school ethos, we strive to adopt a whole school approach. We have consulted, involved and listened to a range of opinions from people from broad and diverse backgrounds which reflect the protected characteristics as outlined under the Act.

From this activity; which continues to be ongoing, we have developed the following seven key principles to our approach to equality.

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, race or culture, whatever their gender or gender identity, whatever their sexual orientation or whatever their religious or faith background.
2. We recognise, respect and value difference and understand and promote that diversity is a positive. We consider difference and strive to remove barriers and disadvantages which people may face, in relation to race, disability, gender, religion and belief, sexual orientation and any other Protected Characteristic. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit at our school.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and the wider community and to feel that they are respected and able to participate and contribute fully in school life.
5. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
6. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

### Anti-Racism

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. So, for example, we will immediately remove any offensive graffiti that we may find in school. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups.

Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Every pupil, regardless of race, is expected, and encouraged, to reach their potential by all staff. The expectations are underpinned by our monitoring of the performance of ethnic minority pupils to pinpoint and tackle underperformance

### Gender Equality

We are committed to ensuring equal treatment of all our employees, pupils and visitors, regardless of gender, neither males, nor females, will be treated less favourably in any procedures, practices and aspects of school life

At Belmont School, we will not tolerate harassment of people based on their gender or transgender status.

We will endeavour to use and display images which show positive images relating to gender.

Staff at school will challenge gender stereotyping and promote positive role models. Social relationships between boys and girls will be developed and encouraged so that there is a mutual respect and understanding between both genders. This will often be explicit in PHSE lessons and implicit across the curriculum.

The dignity and privacy of transgender people will be protected by our procedures and practices. For example, proof of identity does not rely solely on birth certificates; other proof, such as a passport, is acceptable.

### Disability Equality

We are committed to ensuring equal treatment of all pupils and visitors, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and aspects of school life.

The Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs, be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long term impairments, which have a significant impact on their day-to-day activities.

We recognise that disability is not caused by the individual(s), but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole.

Our school will actively seek to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities

Social relationships between able and disabled pupils will be developed and encouraged so that there is a mutual respect and understanding between both groups. This will often be explicit in PHSE lessons and implicit across the curriculum.

Every pupil, regardless of ability/disability, is expected and encouraged to reach their potential by staff in school. These expectations are underpinned by our monitoring of the achievement of pupils, according to ability/disability to pinpoint and tackle underperformance.

Belmont School will not tolerate harassment of disabled people with any form of impairment and will also consider pupils who are carers of disabled parents.

### Tackling Discrimination

Bullying and harassment on account of race, gender, disability or sexual orientation are unacceptable and are not tolerated within the school environment. Our school's abhorrence of such behaviours is communicated to pupils, parents and staff. For example, through the curriculum, the Prospectus, newsletters and staff training. All parents of new pupils receive a summary of the school's behaviour expectations and anti-bullying policy as part of the inductions process.

All staff are expected to deal with any discriminatory incidents that may occur, they are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to the pupil's individual circumstances.

Racists and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a member of SLT, Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body on a termly basis. All incidents are discussed with the Governor who takes a lead on safeguarding. Incidents are monitored to ensure they are dealt with effectively.

## **H. Guiding Principles regarding Equality/Good Practice regarding Staff**

### Recruitment and Selection

Recruitment, promotion, and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoid discrimination. Belmont's recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities.

Vacancies should generally be advertised to a diverse section of the labour market. Advertisements should avoid stereotyping or using wording that may discourage particular groups from applying.

Job applicants should not be asked questions which might suggest an intention to discriminate on grounds of a Protected Characteristic. For example, applicants should not be asked whether they are pregnant or planning to have children.

Job applicants should not be asked about health or disability before a job offer is made. There are limited exceptions which should only be used with the approval of the Headteacher. For example:

1. Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
2. Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
3. Positive action to recruit disabled persons.
4. Equal opportunities monitoring (which will not form part of the selection or decision-making process).

Where necessary, job offers can be made conditional on a satisfactory medical check.

Belmont is required by law to ensure that all employees are entitled to work in the UK. Assumptions about immigration status should not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, must be able to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the HR Department or UK Visas and Immigration.

#### Training and Promotion and Conditions of Service

Whole school staff and individual training needs will be identified through Belmont's self-review process and staff appraisal.

Staff will be given appropriate access to training to enable them to progress within the organisation and all promotion decisions will be made on the basis of merit.

#### Termination of Employment

Belmont will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

Belmont will also ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action.

#### Disabilities

If a member of staff is disabled or becomes disabled, Belmont encourages them to tell their line manager or the Headteacher about their condition so that Belmont can support them as appropriate.

If a member of staff experiences difficulties at work because of their disability, they should contact their line manager or the Headteacher to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Belmont will consider the matter carefully and try to accommodate any needs within reason. If Belmont considers a particular adjustment would not be



reasonable, the school will explain their reasons to the member of staff and try to find an alternative solution where possible.

Belmont will monitor the physical features of our premises to consider whether they might place anyone with a disability at a substantial disadvantage. Where necessary, reasonable steps will be taken to improve access.

#### Part-time and fixed-term work

Part-time and fixed-term staff will be treated the same as comparable full-time or permanent staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified.

#### Complaints

If any member of staff believes that they have suffered discrimination they can raise the matter through Belmont's Grievance Procedure as appropriate. Complaints will be treated in confidence and investigated as appropriate.

There must be no victimisation or retaliation against staff who complain about discrimination. However, making a false allegation deliberately and in bad faith will be treated as misconduct and dealt with under our Disciplinary Procedure.

### **I. Breaches of this policy**

Belmont takes a strict approach to breaches of this policy, which will be dealt with in accordance with its Disciplinary Procedure. Serious cases of deliberate discrimination may amount to gross misconduct resulting in dismissal.

### **J. Responsibilities under the Policy**

#### The responsibilities of the Governing Body

The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.

The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.

The governors welcome all applications to join the school, whatever background or disability a child or member of staff may have.

The governing body ensures that no child or employee is discriminated against whilst in our school on account of any Protected Characteristic. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a

child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions.

#### The responsibilities of the Headteacher

It is the Headteacher role to implement the school's equality and diversity policy and to be supported by the governing body in so doing.

It is the Headteacher's role to ensure that all staff are aware of the school policy on equality and diversity opportunities, and that teachers apply these guidelines fairly in all situations.

The Headteacher ensures that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.

The Headteacher promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.

The Headteacher treats all incidents of unfair treatment and any racist incidents with due seriousness.

#### The responsibility of the class teacher and support staff

The class teacher ensures that all pupils are treated fairly, equally and with respect and we do not discriminate against any child.

When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, teachers should use this policy to guide them, both in their choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in Belmont include examples of the significant contribution women have made to developments in this country's history. In geography topics, the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All teachers should challenge any incidents of prejudice or racism. Belmont records any serious incidents in the school chosen safeguarding tool, CPOMS, and draws them to the attention of the Headteacher. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

#### Pupils are responsible for:

- Supporting the school's equality ethos
- Sharing concerns or issues with a member of staff
- Keeping equality and diversity issues on the school council agenda- helping to review and develop good practice.

Parents/Carers are responsible for:

- Supporting the school's equality ethos
- Challenging inappropriate language /behaviour
- Sharing concerns or issues with senior staff

Visitors and contractors are responsible for:

- Following our expectations regarding equality and diversity

**K. Monitoring**

It is the responsibility of the Governing Body to monitor the effectiveness of this Equality and Diversity Policy. The Governing Body does this by:

- Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school via a report from the Headteacher
- Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against
- Taking into serious consideration any complaints regarding equal opportunity issues from parents/carers, staff or pupils
- Monitoring the school's behaviour and exclusions policy, so that those from minority groups are not unfairly treated.

**L. Links to other policies**

*Accessibility plan*

*Anti-bullying Policy*

*Behaviour for Success Policy*

*Safeguarding and Child Protection Policy*

*Relationship Education Policy*

*Positive Communications Policy*

*Community Behaviour Policy*

*Safer Recruitment Policy*

**M. Review**

The governors review this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.