



## **EQUALITY, DIVERSITY AND INCLUSION POLICY**

This policy describes the way in which Bright Futures School will meet the requirements of the Equality Act 2010. This act replaces all previous legislation such as the Race Relations Act, the Disability Discrimination Act and the Sex Discrimination Act. The policy will be applied to all staff and pupils, as well as any volunteers working in the school.

### **Introduction**

Bright Futures School is committed to the principles of equality, inclusion, respect, fairness and justice. Bright Futures School will adhere to the requirements of the Equality Act 2010 by not discriminating against learners, staff, volunteers or anyone involved in external agencies the school may be working with on the grounds of any of the protected characteristics (as defined by the Equalities Act). These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. We seek to treat all members of the school community equally regardless of any protected characteristics and it is expected that every person in the school (as named above) will make a positive contribution to this policy.

This Policy applies to everyone in the school community, including staff, pupils, parents and visitors to the school.

### **Our aims are:**

- To promote the principles of equality, inclusion, respect, fairness and justice for all.
- To develop universal values and world citizenship by celebrating cultural diversity and supporting pupils in developing a positive self-image.
- To provide pupils with equal access to the full range of learning opportunities.
- To promote good relations between persons of different racial groups, challenging stereotyping and prejudice and acting promptly to remove any forms of direct or indirect discrimination.
- To ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

### **The role of the Head of Learning is:**

- To implement and review this policy , updating it as necessary and monitor its

effectiveness.

- To ensure that all the members of the school community are aware of and implement the policy and receive appropriate training.
- To promote a culture of equality, diversity and inclusion in the school, by considering e.g. the appropriateness of teaching and learning materials and language used by staff and pupils. Ensuring that this topic is regularly discussed at staff meetings and training events.
- To ensure that the policy is implemented with regard to staff recruitment and selection.
- To ensure that all school policies and procedures are consistent with this policy and reviewed regularly in this regard.
- To ensure that any reports of discrimination from any source e.g. parent/carers, pupils or staff are recorded and investigated and that appropriate action is taken.

### **The role of the Learning Mentor/Guide**

- The learning mentor/guide has a crucial role in promoting equality, diversity and inclusion and enabling pupils to develop universal values that encompass these principles as well as respect, fairness and justice.
- Learning mentors/guides must ensure all pupils are treated fairly, equally and with respect.
- When devising curriculum policies and plans and selecting resources, learning mentors/guides must strive to provide materials that promote diversity and inclusion in respect of all the protected characteristics and challenges stereotypical images.
- Learning mentor/guides have a particular responsibility to work with pupils to identify potentially discriminatory behaviour and language and to improve their understanding.

### **Action in cases of discrimination against pupils**

Staff must challenge incidents of prejudice or discrimination from any source. Staff must make a written record of serious incidents and report them to the Head of Learning.

### **Minor incidents of discrimination by pupils**

For younger pupils it may be effective to use role-play, story and puppets to demonstrate appropriate behaviour and language. Discussion with the pupil and the support of parents may be sufficient to change attitudes and behaviour.

### **Serious incidents of discrimination by pupils**

Serious incidents involving pupils are dealt with under the school's Behaviour Policy.

### **Discrimination by and against staff**

If a member of staff believes that they have been subject to discrimination they should report the matter to the Head of Learning. The Head of Learning will make a record of the interview with the member of staff and both should sign it as an accurate record. The

Head of Learning is responsible for conducting an investigation within five working days or as soon as reasonably practical and informing those concerned of the outcome. Disciplinary procedure is then followed if a member of staff is found to be in breach of this policy.

### **Monitoring and Review**

It is the responsibility of the Head of Learning to:

- Monitor the progress of pupils of minority groups compared to the progress made by other pupils in the school.
- Monitor the staff appointment process
- Monitor behaviour incident forms and exclusions to ensure that pupils from minority groups are not unfairly treated

Any changes to the policy required as a result of monitoring the effectiveness of the policy and/or changes in the law must be disseminated to pupils, parents and staff.

### **ACCESS AND DISABILITY**

Schools have a duty under the Special Education Needs and Disability Act 2001 to provide for disabled access to the site and facilities. Bright Futures School is committed to ensuring that no pupil with a disability is disadvantaged compared to a pupil without a disability.

The Head of Learning is responsible for reviewing the school's policy, procedure and facilities with regard to the admissions, physical layout of the school and its facilities, access to the curriculum and to any extra-curricular activities.

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