



### 1. Introduction

Redmaids' High School is committed to being inclusive as we see the diverse population of both students, staff and governors as one of the School's greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity are at the core of all the School's activities. The School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students, irrespective of difference, to maximise their potential to thrive.

**Applicable to:** All staff, governors, students, parents/guardians, visiting teachers and coaches, volunteers, prospective parents, visitors and contractors

All members of the School community are expected to comply with this policy.

### 2. Purpose

- We recognise our responsibilities under the Equality Act (2010) to eliminate discrimination and to promote good relations between students, staff, parents and the wider community.
- We aim to provide all students equal access to all aspects of school life to ensure that every student is valued as an individual irrespective of their "protected characteristics" (such as race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity) as defined in the Equality Act.
- We will not discriminate against students based on their 'protected characteristics' or on linguistic, sporting or academic ability.
- We aim to develop a culture of inclusion and diversity in which all those connected to the School can feel proud of their identity and able to participate fully in school life.
- We recognise the importance of fundamental British values of democracy, rule of law, individual liberty and regard to mutual respect and tolerance of those with different faiths and beliefs.
- As role models, teachers are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. Our aim is to equip students with an awareness of our diverse community, to create an environment which champions respect for all to appreciate the value of difference.
- We welcome speakers and visitors to our School who represent the diversity of our community.

- Discrimination is not acceptable. All forms of discrimination by any person will be treated seriously, since all such behaviour is unacceptable.

### 3. Aims

Through implementation of this policy we aim to:

- Eliminate discrimination and foster good relations.
- Ensure equal access to all areas of the curriculum for all the students in our care.
- Promote the belief that all students can and should achieve to their highest potential in all areas of the curriculum.
- Provide opportunities to promote learning that are appropriate and reflect diversity.
- Prevent the potential risks that students face of being exposed to violence, extremism, exploitation or victimisation.
- Comply with the School's equality obligations contained in the Equality Act 2010.
- Provide a secure environment in which all students are valued, and can thrive and achieve all of the outcomes of *Every Child Matters* and *Keeping Children Safe in Education 2021*.

### 4. General Principles

- All parents and carers, regardless of ethnic background, disability, gender or socio-economic background are welcome and will be encouraged to participate in the life of the School.
- All our students have a right not to experience behaviour which offends anyone on the grounds of race, gender, nationality, sexual preference, ability etc. We shall foster a positive atmosphere of mutual respect and trust among students and staff and be aware of unconscious bias and micro-aggressions. Awareness within the community will reflect current developments. For example, the Black Lives Matter protests in 2020. For more details on this see the glossary below.
- We aim to create an environment in which all students and their families and staff feel safe and unthreatened, and we provide peer support for any student feeling vulnerable. Parents should report any issues to the Headteacher of the Junior or Senior school as appropriate and students can speak to any member of staff or in the senior school they may use [Whisper](#) to share concerns.
- Staff should be seen to behave in a manner which demonstrates mutual respect for one another and act as culturally competent workers. Adults should take every opportunity to encourage students to behave appropriately and to deal with incidents positively.
- We will be sensitive to and provide for cultural and religious requirements, such as dress, diet and events.

- We encourage our students to develop self-esteem, confidence and motivation in all areas of their lives, including their own learning, development and progress.
- We will ensure that we keep up-to-date with any changes in legislation.
- All staff were trained (November 2018 and June 2020) in diversity, equality and empowerment by SARI and in October 2022 by the School's Inclusion Alliance of which we are a member. There is a commitment to ongoing, regular training.

## 5. Curriculum Principles

- We will use contextual data to improve ways in which we monitor performance and provide support to individuals and groups of students, such as those with English as an additional language (EAL). We monitor this using INCAS, MidYIS, YELLIS and ALIS testing.
- All students will be respected and their individuality and potential recognised, valued and nurtured. Activities and lessons offer students opportunities to develop free from prejudice and discrimination and will prepare them for a life in a diverse society.
- We take account of the achievement of all students when planning for future learning and setting challenging targets.
- Equality of opportunity permeates the whole School curriculum and is reflected in the School organisation and its marketing.
- We provide opportunities for students to appreciate their own culture and to celebrate the diversity of other cultures, through assemblies, the pastoral programme and within the teaching of Personal, Social and Health Education (PSHE) and Religion, Philosophy and Ethics (RPE). Displays also reflect diversity of culture.
- We actively seek and welcome opportunities to work with organisations such as SARI, Bold Voices and the Schools Inclusion Alliance to provide additional support and education in diversity and cultural awareness.
- Our attitudes and values will challenge discriminatory behaviour and prejudice.
- We will provide positive opportunities for disabled students so that we treat them equally, and where necessary, make reasonable adjustments so they are not disadvantaged compared with students without disabilities.
- We will carry out accessibility planning aimed at maximizing the extent to which disabled students can participate in the curriculum, improving the physical environment to enable disabled students to take better advantage of education, benefits, facilities and services provided, and improve the availability of information to disabled students.
- We seek to provide peer mentoring to any student seeking support.

- Fundamental British values are actively promoted within the curriculum, e.g. mock elections are held to mirror democracy.

## 6. Admissions and Employment

- Our admissions arrangements are fair and transparent and do not discriminate on the grounds of the protected characteristics.
- We offer bursarial and scholarship support to allow equality of access to the School. We aim to provide opportunities to encourage social mobility and provision for disadvantaged students.
- In all staff appointments, the best candidate will be appointed based on strict professional criteria. We provide equal opportunities to everyone we employ and we do not accept any type of discrimination. Please refer to the Equal Opportunities policy.
- We are aiming to reflect diversity in our staff and governors and we convey our commitment to diversity in our staff induction process.

## 7. Monitoring and Evaluation

It is the responsibility of all staff to monitor the success of the policy by ensuring that issues raised within it are followed and supported.

Where monitoring identifies a matter of concern, appropriate action will be taken by the Headteacher of either the Junior or Senior school (as appropriate) and Senior Management Team to address the situation, after seeking appropriate consultation and advice. We will monitor and review our policy each year.

## 8. Glossary and Further Information

**SARI** – Stand Against Racism & Inequality is a Bristol based service user/community-oriented agency that provides support and advice to victims of hate and promotes equality and good relations between people with protected characteristics as defined by law.

**Unconscious bias** - Unconscious biases are the views and opinions that we are unaware of. They affect our everyday behaviour and decision making. Our unconscious biases are influenced by our background, culture and personal experiences. It occurs when people favour others who look like them and/or share their values. For example, a person may be drawn to someone with a similar educational background, from the same area, or who is the same colour or ethnicity as them. For more details see <http://www.acas.org.uk/index.aspx?articleid=5433>

**Micro-aggression** - a statement, action, or incident regarded as an instance of indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority.

**EAL – English as an additional language**

**9. Linked policies:**

Admissions Policy  
Anti-Bullying Policy  
Behaviour and Sanctions Policy  
Curriculum Policy  
Equal Opportunities Policy  
Gender Identity  
PSHE Policy  
Special Educational Needs & Disability Policy  
Spiritual, Moral, Social and Cultural Development

**Laura Beynon /Lisa Brown/Liz Clarson Spring term 2023**

**Review date Summer term 2024**