



Heath Mount School

Equity, Diversity and Inclusion Policy

Heath Mount School, Hertfordshire

Independent Co-Educational Day and Boarding School

January 2024

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1. Policy Statement

- 1.1. Heath Mount School ('The School') is committed to creating a stimulating teaching, learning, and working environment that values diversity, mutual respect, and acceptance towards one another. The School strives to create and maintain an environment of Equity, Diversity and Inclusion (EDI) in all aspects of the life of the whole School community.
- 1.2. The School values EDI so that pupils and staff can flourish and achieve their full potential without encountering discrimination. Diversity enriches both the individual and collective experience, performance and achievement and is integral to living our school values of integrity, respect, and acceptance.
- 1.3. The School welcomes pupils and staff from all backgrounds in terms of race, ethnicity, social background, religion, gender, age, disability, and sexual orientation and will work to continually develop inclusive practices to provide a culture of belonging in which all pupils and staff feel authentic in their work and learning.
- 1.4. The School is committed to a zero-tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the Equality Act 2010.
- 1.5. To demonstrate the School's commitment to EDI and recognise that it has a joint responsibility for creating an inclusive culture, the School will establish working groups to address areas of development. Membership will constitute staff, pupils, governors, and parents. Flowing from the work of these groups, work-streams will focus on specific development of curriculum, pastoral care, training, and representation.
- 1.6. The School is committed to promoting and developing Equity, Diversity and Inclusion in all its functions and will do this by:
 - 1.6.1. Raising awareness of this policy and communicating its commitment to equity and diversity to all members of its community, including to those who provide services to the School;
 - 1.6.2. Developing monitoring, evaluation and review mechanisms of school policies, procedures, and decision-making;
 - 1.6.3. Helping to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles, including any learning support needs and / or disabilities a pupil may have;
 - 1.6.4. Operating a zero-tolerance policy towards abusive or discriminatory behaviour by taking all allegations seriously.
- 1.7. Further examples of how schools can promote EDI can be found at Appendix 2.
- 1.8. This policy is part of the School's whole school approach to promoting and embedding EDI into the fabric of the School.

2. The Aims of the Policy

- 2.1. Continue to create an inclusive school community where diversity is celebrated

and where mutual acceptance and positive behaviours, practices and attitudes are fostered.

- 2.2. Effectively integrate EDI into all areas of our collective learning including; our strategies, policies, academic and co-curriculum, teaching delivery, assessment methods, pastoral care, admissions, recruitment, training and engagement with families and carers.
- 2.3. Fulfil the School's legal obligations to pupils and staff.
- 2.4. Provide a secure learning environment in which all pupils can thrive, feel valued and have a sense of belonging.
- 2.5. Prepare pupils for life in a diverse and inclusive society.
- 2.6. Include and value the contribution of all staff and families to our understanding of EDI.
- 2.7. Provide and promote positive information about the diversity of UK society.
- 2.8. Actively challenge discrimination and any actions which contravene this policy, ensuring that all members of the School community learn from these experiences. Definitions of the forms discrimination can take are contained in Appendix 1.

3. Scope and Accessibility

- 3.1. This policy has been authorised by the Governors and is a whole school policy including the Early Years Foundation Stage (**EYFS**). It is addressed to all current and prospective members of the School community, including parents, carers and those providing services to the School. It is published on the School website and is available in hard copy on request. It can be made available in large print or other accessible format if required.
- 3.2. This policy and all of the policies referred to in it are available to staff in the policies folder on the staff drive and on the staff room noticeboards in each section of the School.
- 3.3. All School policies and practices will conform to the principle of equal opportunities.

4. Regulatory and Legal Framework

- 4.1. This policy has been prepared with reference to the School's obligations under The Education (Independent Schools Standards) Regulations 2014. The School works with pupils, families, staff, Governors, and external agencies to ensure that it is embedded into daily life.
- 4.2. The School is committed to meeting its statutory duties under the Equality Act 2010.

5. Equity, Diversity and Inclusion

- 5.1. **Inclusion** is the culture in which a diverse mix of people can come to work or school, feel comfortable and confident to be themselves and be valued and respected for who they are as an individual or group. An inclusive culture means people can work and learn in a way that enables them to maximise their potential.
- 5.2. **Equality** ensures that everyone has equal rights and equal opportunities,

regardless of diverse characteristics. Equality of opportunity has a legal framework to ensure protected groups are not discriminated against.

5.3. **Equity** relates to equality, and covers provision of the means – often varied, reflecting diverse needs – for people to move towards equal and just outcomes.

5.4. **Diversity** is about recognising and valuing difference, where everyone is respected for who they are. The School is committed to the principle of equal opportunities that opposes discrimination on the basis of the following protected characteristics:

5.4.1. Sex

5.4.2. sexual orientation

5.4.3. marital or civil partnership status

5.4.4. gender reassignment

5.4.5. race

5.4.6. religion or beliefs

5.4.7. pregnancy and maternity

5.4.8. disability

5.4.9. age

5.4.10. The School will take all reasonable steps within its power to ensure that all members of the community are treated equally and fairly.

6. Equity, Diversity and Inclusion: key principles

6.1. The School's approach to EDI is based on the following key principles:

6.1.1. **All people are of equal value.** However, this does not mean the School treats everyone the same, sometimes it will need to acknowledge difference so that all of our people have the same opportunities as others and outcomes are considered.

6.1.2. **The School recognises, respects and values difference and understands that diversity is a strength.** It takes account of differences and strives to remove barriers and disadvantages in relation to the protected characteristics.

6.1.3. **An environment of mutual tolerance and positive behaviour, in line with the School values of respect and acceptance.**

6.1.4. **A shared sense of inclusion and belonging.** All members of the School community should feel a sense of belonging within the School and wider community and feel that they are respected and able to participate fully in school life.

6.1.5. **Good equality practice for our staff.** The School ensures that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development and working conditions.

- 6.1.6. **Raise standards for all learners, especially the most vulnerable.** Improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
- 6.1.7. **Challenging all forms of prejudice and stereotyping.** The School challenges, maintains records and reports to the Board of Governors all incidents of prejudice-based bullying, for example racist, sexist, homophobic or bullying of people because of a disability. It will also challenge other stereotypes and discrimination and bullying that arise from them.

7. Responsibilities for EDI

- 7.1. The whole School community has a responsibility to act in accordance with this policy. This includes volunteers and those working on a contractual basis.

7.2. Our collective responsibilities

- 7.2.1. To take responsibility for ensuring we have a community where all are valued and respected. This includes being empowered to speak and supporting others to express views openly and constructively.
- 7.2.2. To encourage individuals to report any form of discrimination, unfair treatment, exclusionary behaviour, bullying or harassment where this is observed.
- 7.2.3. To be alert to and prepared to appropriately challenge any form of behaviour which disrespects areas of difference.
- 7.2.4. To embrace diversity; respect different faiths and beliefs and uphold equality of opportunity for all.
- 7.2.5. To be familiar with this policy and act in accordance with its aims.

7.3. Governors and the Senior Management Team

- 7.3.1. Have appointed a member of the Governing Board to have oversight of the School's approach to EDI.
- 7.3.2. Take responsibility for the implementation and promotion of the policy to the whole school community, ensuring that all pupils and staff are aware of their responsibilities and are given appropriate training and support.
- 7.3.3. Provide visible leadership on EDI as well as mutual respect and tolerance, and lead by example.
- 7.3.4. Take a lead role in the self-evaluation procedures and staff development for EDI as well as mutual respect and acceptance.
- 7.3.5. Collect information and monitor it for our EDI development plan.
- 7.3.6. Support the delivery of the EDI Development Plan which sets out the actions in support of this policy.
- 7.3.7. Support the Assistant Head - Spiritual, Moral, Social and Cultural (SMSC) and Communications.
- 7.3.8. Ensure that EDI recommendations and actions, are effectively implemented

and reviewed across all areas of the School.

7.4. The Assistant Head - Spiritual, Moral, Social and Cultural (SMSC) and Communications will:

- 7.4.1. Develop and maintain up to date knowledge of EDI and best practice.
- 7.4.2. Co-ordinate the implementation of the EDI policy and review its effectiveness.
- 7.4.3. Work with the Deputy Head Pastoral, and the HR and Compliance Officer in coordinating EDI work across the School, including pupil and staff training.
- 7.4.4. Take ownership of EDI, advocate this policy, and support the work in the EDI Development Plan.
- 7.4.5. Be responsible for monitoring and reviewing the effective operation of the policy, working with the Head and the HR and Compliance Officer to make any recommendations for change to this policy.

7.5. EDI Working Groups

- 7.5.1. Will promote, encourage, and monitor EDI across the School by providing strategic direction, leadership, and support in accordance with its Terms of Reference.

8. EDI for Pupils

- 8.1. This policy celebrates and recognises the work that the School is undertaking to promote EDI through all aspects of learning. The School seeks to encourage a community who:
 - 8.1.1. promote respect for others and a culture of acceptance by seeking to better understand different beliefs and cultures;
 - 8.1.2. are developing informed, ethical views of complex issues;
 - 8.1.2. know why all forms of discrimination and stereotyping are unacceptable and how to challenge them;
 - 8.1.3. understand the importance of celebrating diversity and promoting equality; and
 - 8.1.4. recognise and respect a balanced approach to different views and perspectives about complex issues.
- 8.2. All pupils will be treated with equity and where necessary, positive action will be implemented to include pupils of minority groups. Support and guidance will therefore be commensurate with need.

8.3. Admissions

- 8.3.1. The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. The School accepts applications from pupils and does not discriminate on the basis of any protected characteristic.
- 8.3.2. Parents must inform the School when completing the registration form of any

special circumstances affecting their child (such as learning support needs) which may affect the child's ability to fully participate in the education provided by the School. The School will always have the best interests of prospective pupils at the centre of its decision-making. It will work with parents and specialists but may not offer a place to the child if, after reasonable adjustments have been considered, the School cannot adequately cater for and / or meet their needs.

- 8.3.3. The School will seek to identify inclusion deficits by monitoring the profile of pupil admissions at all entry points and identifying the nature and cause of under-representation related to pupil intake.
- 8.3.4. The School will ensure communications appeal to a wide breadth of pupils and families and seek to develop excellent liaison and support for incoming pupils through the use of Equality Impact Assessments.
- 8.3.5. The School offers bursaries to ensure the needs of pupils are met and in recognition of its commitment to widening participation.

8.4. Curriculum Delivery

- 8.4.1. The curriculum will promote respect, and a culture of EDI, including by incorporating a diversity of content which has regard to the protected characteristics under the Equality Act 2010. The School believes that every child should have the right and opportunity to see themselves and their lives represented in the curriculum, learning materials, books and displays around the School. Teaching will be holistic and engaged, to ensure inclusion of all pupils. The curriculum and co-curriculum will seek to prepare pupils for a global multi-cultural society.
- 8.4.2. The School will consider how its teaching can help support the development of important attributes in pupils such as honesty, kindness, tolerance, courtesy, resilience, and self-efficacy.
- 8.4.3. Rather than teaching all the protected characteristics in every year group, the School ensures that pupils are given opportunities to develop age-appropriate knowledge and understanding through the delivery of the PSHEE curriculum. They also form part of our TPR, History, Geography and English lessons; starting in EYFS, where positive messages on equality and diversity are shared with the children, including in books that form part of English lessons and early reading in KS1 and continues throughout the School.
- 8.4.4. Data may be used to measure outcomes and progression of pupils across a number of diversity measures.

8.5. Pastoral Care

- 8.5.1. The School will make every effort to support pupils who experience difficulties in learning, social inclusion, or other aspects of their lives at school. The School will seek to implement and develop equality analysis within its pastoral care, recognising that some pupils may have to deal with barriers to inclusion and learning which are related to protected characteristics. Staff training, cultural awareness and liaison with parents will be paramount in delivering effective pastoral care. The PSHEE curriculum will be continually reviewed to ensure that pastoral education is up to date, relevant and promotes a balanced approach to complex issues.

8.6. Behaviour

- 8.6.1. Pupils are expected to respect one another in line with the School values. Staff will set a positive example by role-modelling these expectations. Any incidents of harassment, bullying or misconduct relating to issues of EDI will be dealt with by a combined approach of education and sanction in accordance with the School's Behaviour and Discipline policy. Reasonable adjustments to the enforcement of the Behaviour Policy will be made for pupils that have a physical or mental health disability. The School is a place of learning, its educational approach will form an important part of addressing discrimination and enabling cultural change.

8.7. Race

- 8.7.1. The School is committed to:

8.7.1.1. Promoting equality of opportunity and promoting good relations between people of different races and nationality.

8.7.1.2. Dealing effectively with any racial discrimination or harassment.

8.7.1.3. Promoting equality of opportunity for all pupils and staff.

8.7.1.4. Challenging stereotypes and prejudice.

- 8.7.2. Any racist incidents will be recorded and dealt with under the School's Behaviour and Discipline Policy. Racism and any form of abuse or unlawful discrimination is considered to be a serious breach of discipline. The age of pupils involved, and the context of an incident may be relevant in assessing the level of intent behind abuse or any unlawful discrimination. In addition to the sanctions set out at paragraph 8 of the Behaviour and Discipline Policy, the Head may prescribe and authorise the use of such other sanctions as comply with good education practice and promote good behaviour and compliance with the School's behaviour and discipline systems. Sanctions include; break time detention, loss of Golden Time, Head of Year tutorial, Deputy Head detention, Headmaster's detention, Community Service, school suspension and internal or external exclusion.

- 8.7.3. Punishments will usually be accompanied by support, which could take the form of:

8.7.3.1. Interaction with Form Teacher or Tutor (Why did the incident/behaviour happen? How can we prevent it from happening again?).

8.7.3.2. Restorative Circle (Who was affected by the behaviour? What can be done to make the situation right?).

8.7.3.3. Conflict resolution (involving mediation).

8.7.3.4. Heads of Year (Tutorial, Behavioural Report card).

8.7.3.5. Deputy Head (mentoring, counselling, mediation, involving parents);

8.7.3.6. School Counsellor sessions;

8.7.3.7. Head (any of the above, referral to outside agencies).

8.8. Gender

- 8.8.1. All pupils should have equal access to all aspects of school life.
- 8.8.2. In an age-appropriate way, the School encourages pupils to be aware of the rigid sex stereotypes which can be presented in the media. The School tries to ensure that resources value the achievements of female, male, non-binary, and transgender people. The School welcomes speakers who reflect the gender identities of all in society. girls and boys are appointed in approximately equal numbers to positions of responsibility within the School.
- 8.8.3. The School is committed to providing a curriculum which avoids gender divisions in terms of activities and opportunities by trying to ensure that:
 - 8.8.3.1. Teachers allocate their time fairly between genders.
 - 8.8.3.2. All pupils have opportunities to work with pupils of different genders.
 - 8.8.3.3. That equality between the sexes is recognised when giving / delegating responsibility and noting the achievement of both staff and pupils.
- 8.8.4. The School respects the right of all pupils and staff to feel comfortable with their own gender identity and offer equal opportunities to all. Where possible, adjustments may be made to acknowledge particular needs. At all times, the welfare of the individual and of the whole School community will remain at the centre of any decision-making.

8.9. Learning Support and Special Educational Needs – overcoming potential barriers to learning and assessment

- 8.9.1. For pupils who have SEN or particular needs with regard to learning English as an additional language, teachers have a duty to take account of their difficulties and support individuals or groups so that they can participate effectively in the curriculum and feel fully included. The School will:
 - 8.9.1.1. Aim to ensure the curriculum and extra-curricular activities are barrier free and do not exclude any pupils;
 - 8.9.1.2. Work closely with parents to support pupils with SEN.
 - 8.9.1.3. Ensure that inclusion training is regularly covered at Inset training and at other training opportunities.
 - 8.9.1.4. Liaise with outside agencies and professionals as necessary.

8.10. Disability

- 8.10.1. The School has an ongoing duty to make reasonable adjustments for pupils and staff with a disability to ensure they do not suffer a substantial disadvantage in comparison to non-disabled pupils and staff. The School will inform and consult with staff / parents about what reasonable adjustments, if any, the School are able to make.
- 8.10.2. In some circumstances, it may be necessary to treat disabled pupils more favourably than non-disabled pupils. This will be done by making

reasonable adjustments to put them on a more level footing with pupils without disabilities. For example, this would include making sure that opportunities are specifically pointed out to a child who may have missed information because of absence due to their condition. Provision for disabled pupils is closely connected with the regime for children with SEN.

8.10.3. The School's facilities for the disabled are limited due to the age, listed status and configuration of some of the buildings. However, the School will do all that is reasonable to ensure that culture, policies, and procedures are made available to those with disabilities. The School's Accessibility Plan gives details of how it aims to accommodate, as far as it can, the needs of applicants, pupils, staff, parents, and visitors who have disabilities.

8.10.4. In line with the Special Educational Needs Code of Practice (updated 2020) the School will make reasonable adjustments to ensure that children with disabilities are not disadvantaged in their access to:

8.10.4.1. The physical environment.

8.10.1.2. The programme of learning and development offered.

8.10.1.3. The information provided to children and parents.

8.10.4.4. High aspirations and outcomes.

8.11. Religious Belief

8.11.1. Although the School's religious ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths or no religion or faith.

9. EDI for Staff

9.1. In line with the Harassment and Bullying Policy, the School seeks continually to create an environment where all staff are responsible for treating colleagues, pupils, staff, parents and visitors with dignity and respect and behave in a way that does not precipitate claims of discrimination, harassment, or victimisation. Any such allegations or incidents will be dealt with under the staff disciplinary procedures. It is important to appreciate that staff are responsible for their own acts of discrimination, harassment or victimisation carried out during their employment. When appropriate, the School will seek to support staff with appropriate training and guidance.

9.2. All staff are required to support and participate in any measures, activities or training required to promote EDI. Training will be kept under continual review in line with the School and the EDI Development Plan.

9.3. Recruitment and selection, promotion, and access to training

9.3.1. The School will reflect diversity by recruiting and welcoming staff with a variety of backgrounds, experiences, and perspectives. All applicants will be considered equally and fairly and assessed directly in relation to the requirements of a role or job. Job selection criteria are reviewed from time to time to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job. Where possible, the School will seek to offer diverse interview panels and engage in collective decision-making in relation to recruitment.

- 9.3.2. The School is committed to ensuring that its recruitment and promotion procedures are kept under review to ensure that individuals are selected for interview and appointed on the basis of their ability to do the job required. This includes ensuring that adverts reach a diverse range of applicants and that the School actively promotes its commitment to EDI, providing training for interview panel members, analysing applicant data and the assessment of candidate suitability based only on job-related criteria. Where appropriate, the School will make all reasonable and effective adjustments during the recruitment and selection process to ensure that no applicant is disadvantaged as a result of any protected characteristic.
- 9.3.3. Individual staff training needs shall be identified through regular staff appraisal and development reviews. All members of staff will be given an equal opportunity for, and access to, training, as appropriate, to enable them to perform to their full potential. All promotion decisions shall be made on the basis of merit.
- 9.3.4. The School's conditions of service, benefits and facilities will be reviewed annually to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.
- 9.3.5. The School will actively seek to make reasonable adjustments where necessary to ensure that staff with disabilities have the same access to everything as a non-disabled person, as far as is reasonably practicable. If a member of staff feels they have a disability, they are encouraged to tell their line manager or the HR Department so that the School may support staff as much as possible.

10. Complaints and Support

- 10.1. If anyone believes that they have been discriminated against, bullied, harassed, or victimised based on a protected characteristic they should follow the Complaints Procedure, Grievance Procedure or procedure set out in the Harassment and Bullying Policy as appropriate.
- 10.2. The School will take all complaints of discrimination, unfair treatment, harassment and bullying seriously. If a person feels excluded in any respect, they are encouraged to report this so that the School can respond appropriately and with sensitivity.
- 10.3. Pupils may speak with a trusted adult in school. This may include any member of teaching staff or pupils can go directly to the School's Pastoral Team. Staff should feel able to seek support from their Head of Department, any member of the SMT or the HR and Compliance Manager.

11. Monitoring and Data

- 11.1. The School will monitor the effectiveness of this policy by undertaking an annual review of the EDI work and progress towards the development aims guided by the IE&D Working Group. This report will be reviewed by the Senior Management Team (SMT) and Governors and key actions will be shared with the wider School community. Appendix 3 contains a list of reflective questions which both the SMT and Governors can use as part of their regular monitoring and review process.
- 11.2. In accordance with the School's obligations under data protection law, we will use appropriate methods of collecting, processing, and evaluating data which will help it to identify any trends, establish where there may be underrepresentation and

work towards improvements. Such information obtained may include:

- 11.2.1. Information on race, sex, gender, age, disability, religion and belief, sexual orientation.
- 11.2.2. Results from EDI staff and pupil opinion surveys and other Satisfaction Surveys which may be carried out.
- 11.2.3. Pay data.

12. Communications and Publicity

- 12.1. The School seeks to include people from under-represented groups in all communications and publicity. This means materials do not contain socially, racially biased, or stereotypical terminology, information or illustrations which contravene this policy. It also includes a proactive approach to inclusion, which may include placing adverts in non-traditional outlets, establishing links with local community groups and organisations and developing progression partnerships with local educational institutions to develop IE&D work.

13. Record keeping

- 13.1. All records created in accordance with this policy are managed in accordance with the School's Records Management Policy and procedures.
- 13.2. The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how personal data about pupils, staff and parents will be used. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's Data Protection Policy for Staff.

14. Monitoring and Review

- 14.1. The Assistant Head - Spiritual, Moral, Social and Cultural (SMSC) and Communications in conjunction with the Head and the HR and Compliance Manager, will be responsible for regularly reviewing this policy from a legislative and operational perspective. Recommendations for any amendments will be reported to the Governing Board.

Governors' Committee normally reviewing:	Governance Committee
Effective from:	April 2023
Date last formally approved:	2023
Date of next review:	April 2025

Person responsible for implementation and monitoring	Assistant Head, SMSC and Communications
Related policies:	Admissions Policy Anti-bullying Policy Behaviour and Discipline Policy Complaints Policy Curriculum Policy Dignity at Work Policy Special Educational Needs Policy Online Safety Policy Relationships Education and Relationships and Sexual Education Policy Safeguarding and Child Protection Policy Staff Code of Conduct Whistleblowing Policy Recruitment Selection and Disclosure Policy Risk Assessment Policy for Pupil Welfare

Appendix 1 Definitions

Forms of discrimination

Types: Discrimination may be direct or indirect and may occur intentionally or unintentionally.

1. **Direct discrimination:** direct discrimination occurs where:

- 1.1. Someone is treated less favourably because of one or more Protected Characteristics. For example, rejecting an applicant because they would not "fit in" because of their race or sexual orientation is direct discrimination.
- 1.2. Someone is less favourably treated because of their association with someone who has a Protected Characteristic. For example, treating a member of staff less favourably because they have a disabled child. **(Discrimination by association)**
- 1.3. Someone is treated less favourably because they are perceived to have a Protected Characteristic. For example, treating a member of staff less favourably because they are believed to be (but may not actually be) homosexual. **(Perception discrimination).**

2. **Indirect discrimination:** occurs where an individual is subject to a provision, criterion, or practice, applied to a group of people, which puts them at a particular disadvantage because of a protected characteristic, and it cannot be objectively justified. An example might be a minimum height requirement for a job. This is likely to eliminate proportionately more women than men. If this criterion cannot be objectively justified because it is not a proportionate means of achieving a legitimate aim, then it will be indirectly discriminatory on the ground of sex.
3. **Discrimination arising from a disability:** occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment.
4. **Harassment:** occurs when a person is subject to unwanted conduct related to a relevant protected characteristic, which can occur online and offline and which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
5. **Victimisation:** can occur online and offline and is when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

Appendix 2

Examples of how schools can promote inclusion, equity, and diversity

1. Assessing, planning for, and meeting the needs of pupils who experience barriers to learning.
2. Providing support for pupils for whom English is an additional language.
3. Access to a range of professional services, e.g., Speech & Language Therapy, Occupational Therapy, Physiotherapy, Social Work Services, Counselling and Psychological Services.
4. Use of assistive technology to improve access to education, for example for pupils with sight loss, dyslexic pupils.
5. Alternatives to written recording for pupils with sensory / communication / motor difficulties.
6. Provision for deaf and hard of hearing pupils to access information.
7. Access to additional help or support for a wide range of learning difficulties.
8. Making arrangements for pupils who are required to wear a particular form of dress or have dietary requirements because of their religion or belief. Making spaces for prayer and reasonable adjustments to attendance due to religious practices.
9. Where required, providing information in the parent and / or carer's first language or provision of an interpreter.
10. Use of equality analysis when organising school trips and other co-curricular activities.
11. Displaying posters and information relating to EDI.
12. Accurate reporting and recording of prejudiced-based bullying.
13. Providing appropriate staff training.
14. Working with appropriate external organisations.
15. Use of guest speakers and role models from within the school community for lessons, assemblies, and staff training.
16. Use of a wide range of literacy materials, resources, and display boards to promote EDI.

Appendix 3 - Reflective questions

1. This Appendix to the School's Inclusion, Equality & Diversity Policy provides general examples of reflective questions as a self-evaluation tool for the School in its promotion of EDI. They are to be used as a starting point to stimulate and inform discussion and debate with a view to raising confidence in understanding EDI, promoting improved outcomes and to assist in the review of the EDI Development Plan.
2. Reflective Questions:
 - 2.1. How successful is the School in welcoming all learners and parents irrespective of any protected characteristics they may have?
 - 2.2. Is there an identified senior member of staff with responsibility for coordinating the implementation of the Equity, Diversity and Inclusions?
 - 2.3. How does the School ensure that all staff understand and implement the key requirements of the Equity, Diversity and Inclusions?
 - 2.4. Does the School collect information on (but not limited to) race, disability, sex, and gender with regards to both pupils and staff, e.g., pupil achievement, attendance, exclusions, and staff training? Is this information used to inform the curriculum delivery including lessons plans, additional support, training, and activities the School provides?
 - 2.5. How does the School ensure it improves accessibility for pupils, staff, parents or carers, and visitors to the School – this would include physical access, language barriers (including BSL), information in suitable formats?
 - 2.6. Is the School able to provide additional support to ensure all pupils achieve the same outcomes and ensure barriers to learning and all school related activities are addressed?
 - 2.7. How does the curriculum include positive opportunities for all pupils to understand and celebrate diversity and difference?
 - 2.8. Do staff consider emotional and mental wellbeing in relation to diversity?
 - 2.9. Are all groups of pupils encouraged to participate in school life and/or the wider to community and make a positive contribution, e.g., through assemblies and the pupil councils?
 - 2.10. Does the School monitor reported incidents of prejudice-based bullying and harassment of pupils and staff and take action if there is a cause for concern?
 - 2.11. How does the School ensure there is an ethos and culture of inclusion, participation, and positive behaviour across the School? Are pupils and staff encouraged to challenge negative attitudes and prejudice related to different groups?
 - 2.12. Do school materials, visual displays and multi-media resources reflect the diversity of the wider community?
 - 2.13. Are minority ethnic, disabled and both male and female role models and those of vulnerable groups promoted positively in lessons, displays, discussions and

assemblies?

- 2.14. Does the School take part in annual events such as UK Black Inclusion Week, Deaf Awareness Week, Pride, One World Week etc. to raise awareness of issues around equality and diversity?
- 2.15. Is the Du Maurier Society (the School's Parent Association) representative of the community it serves?
- 2.16. Do learners, parents, carers, and staff feel that they are treated with respect and in a fair and just manner? How is this measured?
- 2.17. What opportunities do learners have to explore the rights to which they and others are entitled? How successful are they in exercising these rights appropriately and accepting the responsibilities that go with them? How well do they show respect for the rights of others?
- 2.18. How does the current EDI Development Plan ensure progressive development of the school's work on education about differences among people?
- 2.19. How effectively does the School track and monitor the contribution learners make to their school community to ensure it is one which values individuals equally and is a welcoming place for all?
- 2.20. How could the School work towards eliminating discrimination, advancing equality of opportunity, and fostering good relations among different individual groups?