



Lady Manners School

Equality and Diversity Policy

(including Equality Information and Objectives)

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| Approved by: | Governing Board |
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Through our shared school values, we aim for all students to thrive, feel included and aspire to grow as individuals who contribute to society with empathy, integrity and positivity.

This document will be reviewed every three years by the Governors' Curriculum and Students Committee and sooner when significant changes are made to the law.

Guidance from the Department for Education about school policies can be found here:
<https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts/statutory-policies-for-schools-and-academy-trusts>

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1. Aims

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a protected characteristic (see Appendix A) and people who do not share it
- foster good relations across all characteristics

2. Statement of Intent

Lady Manners School welcomes a diverse population of both students and staff. In order to consolidate and build upon this diversity, equality of opportunity and the absence of unfair discrimination is at the core of all the school's activities. The school will not unfairly discriminate in the recruitment or general treatment of staff or students.

The school is committed to promoting and developing equality of opportunity in all its functions and will seek to do this by:

- communicating its commitment to equality and diversity to all members of the school community;
- maintaining systems for implementation, monitoring, evaluation and review;
- treating acts of discrimination and other contraventions of this policy as a disciplinary offence.

The Governing Board has responsibility for ensuring that the school operates within the legal framework for equality and for implementing the policy throughout the

school. In addition, each member of the school community is responsible for preventing unfair discrimination or harassment or victimisation which it is within their control to prevent; and challenging or reporting such inappropriate behaviour if it occurs.

3. Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

4. Roles and Responsibilities

The Governing Board will:

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the Public Sector Equality Duty to publish equality objectives.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the recording and reporting of equality and diversity data is sufficiently scrutinised.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the Governing Body.
- ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, students and parents, and that they are reviewed and updated at least once every four years
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The Headteacher will:

- Ensure that all staff members receive the appropriate equality and diversity training as part of their continuous professional development.
- promote knowledge and understanding of the equality objectives amongst staff and students
- Actively challenge and take appropriate action in any case of discriminatory practice.

- Ensure that all staff are aware of their responsibility to record and report prejudice-related incidents.
- Address any reported incidents of harassment or bullying in line with the school's policy.
- monitor success in achieving the objectives and report back to governors

Employees will:

- Address any minor issues of harassment or bullying in the school and report any major breaches of the Policy to the Headteacher.
- Record and report prejudice-related incidents.
- 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.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.
- All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

Students will:

- Not discriminate or harass any other member of the school community.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to a member of staff.

5. Eliminating Discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

6. Advancing Equality of Opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. students with disabilities, or gay students who are being subjected to homophobic bullying)
- taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim students to pray at prescribed times)

- encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all students to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the school will:

- analyse strengths and areas for improvement with respect to the above areas and implement actions in response make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)

7. Fostering Good Relations

The school aims to foster good relations between those who share a protected characteristic (see **Appendix A**) and those who do not share it by:

- promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in Personal Development and Religious Education, but also activities in other curriculum areas
- holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- encouraging and implementing initiatives to deal with any tensions between different groups of students within the school. For example, our school council has representatives from different year groups and is formed of students from a range of backgrounds. All students are encouraged to participate in the school's activities, such as sports clubs.
- we have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

8. Equality Considerations in Decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- is accessible to students with disabilities
- has equivalent facilities for all students

The school keeps a written record to show we have considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities.

9. Equality Objectives

Objective 1: Work to ensure that Lady Manners School is a school where everyone is respected

To achieve this objective, we plan to:

- promote all protected characteristics through the curriculum, assemblies and clubs.
- promote, share and celebrate this statement with the wider community through the school website, displays and events.
- Embed diversity and tolerance within the curriculum

Link to Public Sector Equality Duty (PSED): Foster good relations across all characteristics-between people who share a protected characteristic and people who do not share it.

Objective 2: Eliminate discrimination and harassment with regard to protected characteristics

To achieve this objective, we plan to:

- maintain recording mechanisms for all incidents of bullying
- monitor reports of bullying.
- report regularly to governors and ensure appropriate action taken
- promote whisper to improve reporting options for students.
- making use of assemblies, form times, curriculum times and Student Council to communicate systems for eliminating discrimination and review practice.
- ensure there is equal opportunity in all recruitment by ensuring all members of staff and governors involved in recruitment and selection are trained well on equal opportunities and non-discrimination

Link to PSED: Eliminate discrimination and other conduct that is prohibited by the Act

Objective 3: Advance equality of opportunity for disadvantaged students

To achieve this objective, we plan to:

- use our learning mentors to effectively enhance the progress of our disadvantaged students
- implement key quality first teaching strategies in all lessons for maximum engagement and progress of all

- embed the whole school focus on metacognition and self-regulated learning based on EEF research saying there is a 6-month acceleration in learning if this is implemented effectively.
- work closely with feeder schools for good transition and positive parental relationships from the beginning.
- meet additionally with parents to offer support and foster strong relationships between home and school
- promote literacy and reading programmes, based in research, that will help to close the 'vocabulary gap'.
- highlight the disadvantaged gap at every data cycle for all curriculum areas
- use pastoral knowledge to ensure bespoke intervention is effective and timely in motivating disadvantaged students.
- monitor attendance of groups with lower than whole school attendance
- ensure the intervention is timely and effective
- further develop our inclusion team to enable more focused support to work to reduce the instances of emotionally based school avoidance

Link to PSED: Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

10. Monitoring arrangements

The Headteacher will review the equality information we publish in this document, annually.

Appendix A

Equality Act 2010 Protected Characteristics

The Act ensures that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics under the act are:

Age

A person belonging to a particular age (for example 32-year olds) or range of ages (for example 18 to 30-year olds).

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Gender reassignment

Where a person undergoes, or proposes to undergo, a process for the purpose of reassigning their sex.

Marriage and civil partnership

Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

Race

A race is a group of people defined by their colour, nationality (including citizenship) ethnicity or national origins. A racial group can be made up of more than one distinct racial group, such as Black British.

Religion or belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sex

A man or a woman.

Sexual orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.