



CONIFERS HOUSE SCHOOL

Equality, Diversity and Inclusion Policy

Next review due	June 2026
Last review	June 2025
Approved by	Dr Julie Smith, Chair of Governors

EQUALITY, DIVERSITY AND INCLUSION POLICY

Introduction	3
Aims and Objectives.....	3
Definitions	4
Roles and Responsibilities	5
Conifers House School Board	5
Headteacher.....	5
All Staff.....	5
Compliance.....	6
Exclusion Policy.....	6
Recruitment and Selection	6
Reporting and Recording Incidents of Discrimination and Harassment	6
Complaints and Grievances	6
Racial Equality	6
Disability Non-Discrimination	7
Gender Equality	7
Monitoring and Review	8
Links to Other Policies	10

Introduction

Conifers House School is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. We give all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all children. The achievements, attitudes and wellbeing of all our children matter.

This Equality, Diversity and Inclusion Policy extends to adults: staff, parents and carers.

We recognise our obligations under the Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, we are committed to promoting the equality and diversity of all those we work with especially our employees, pupils, young people, and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

The following groups and individuals have been identified as key recipients in terms of the provision of this statement. Those who are/have:

- Looked after or on the edge of care
- Special Educational Needs/Learning Difficulties and Disabilities
- Excluded or at risk of exclusion from school
- From an ethnic group, including from the Gypsy, Roma, Traveller background
- English as an additional language
- Missing education
- Ill health, including hospitalisation, affecting attendance at school,
- Not in education, employment or training (NEET),
- Alcohol or drug abuse
- School age / teenage parents
- Young carers
- Offending or at risk of offending
- Mental health issues
- In receipt of free school meals
- Living in areas of deprivation
- Gifted and talented
- Gender questioning or going through transition
- Lesbian, gay or bisexual

Aims and Objectives

- We aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act –

within both our school and our community.

- We aim to advance equality of opportunity between people who share a protected and people who do not share it; and
- We aim to foster good relations between people who share a protected characteristic and those who do not.
- We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, level of educational need or background.
- We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to 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 indirect discrimination that may form barriers to learning for some groups of pupils.
- We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
- We aim to challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.
- We are aware that prejudice and stereotyping are often caused by poor self-image and also aware of the relationship between that and ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

Definitions

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex and
9. Sexual orientation

Roles and Responsibilities

Conifers House School Board

In this policy statement, Conifers House School Board has set out its commitment to equal opportunities and accessibility, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

Conifers House School Board collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving.

To do this we monitor:

- admissions,
- attainment,
- exclusions,
- rewards and sanctions,
- parents' and pupils' questionnaires.

Conifers House School Board seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see section 1.2 above) are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from.

FHH School Directors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

Conifers House School ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. 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 has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

Headteacher

The designated senior member of staff with overall responsibility for all equality and diversity matters at Conifers House School is the Headteacher.

All Staff

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving
- in any manner that may give rise to claims of discrimination, harassment or victimisation.
- Support and participate in any measures introduced to promote equality and diversity.
- Actively challenge discrimination and disadvantage in accordance with their responsibilities.
- Report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass

or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

Compliance

Compliance with the Equality Act 2010 is the responsibility of all members of staff. Conifers House School does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation. Any breach of this policy may lead to disciplinary action.

Exclusion Policy

The decision to exclude a child for a fixed period or permanently is a last resort. Our exclusion criteria are applied consistently to every young person, irrespective of any protected characteristic.

Recruitment and Selection

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate.

Where appropriate, Conifers House School will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection is carried out by a third party, on behalf of Conifers House School, we will take all reasonable steps to ensure they adhere to the principles of this policy.

Reporting and Recording Incidents of Discrimination and Harassment

All incidents of discriminatory treatment, bullying and harassment must be reported to the Headteacher or senior leaders and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). All bullying-related incidents (confirmed or otherwise) will be addressed in accordance with our Anti-Bullying Policy.

Complaints and Grievances

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedure.

Racial Equality

Conifers House School will:

- strive to eliminate all forms of racism and racial discrimination.
- promote equality of opportunity, regardless of race, ethnicity or religion.
- promote good relations between people of different racial and ethnic groups.
- seek to educate pupils in a manner that promotes community cohesion in a multicultural society.

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with school procedures

We endeavour to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse 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. So, for example, in the curriculum topic on religious festivals, the children learn the importance of Diwali to Hindus and Sikhs.

Disability Non-Discrimination

- Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with nondisabled children.
- The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning.
- Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.
- Conifers House School has an ongoing action plan which is reviewed regularly and this accessibility policy which states:
 - We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
 - Conifers House School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
 - An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated regularly.

Gender Equality

We recognise that nationally, there is an unacceptable discrepancy in the achievement of boys and girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school.

We have put in place a number of measures to raise the achievement of the boys, in literacy in particular. These may include:

- ensuring that early literacy skills are promoted in all activities
- ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike.
- removing gender bias from our resources and ensuring, for example, that fiction books capture boys' interest.
- employing a variety of activities and include a kinaesthetic element.
- making sure that our school environment promotes positive male role models, in relation to learning and achievement.

- minimising male stereotyping.
- providing challenge, competition and short-term goals.
- valuing and celebrating academic achievement in ways which will motivate boys.

If our analysis of pupils' attainment data indicates areas where girls achieve less well than boys, for example in mathematics or science, we will take measures to address this discrepancy. These may include:

- ensuring that boys do not dominate certain lessons, for example by answering the teacher's questions more readily.
- ensuring that mathematical and scientific subject matter is relevant to real life situations and problems.
- beginning lessons by clarifying the learning intentions and giving the 'big picture'.
- minimising female stereotyping and learning about female role models, for example, in the realms of science, technology and sport.
- using praise and celebration of girls' achievements in those areas where they may traditionally achieve less well than boys.

We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

Monitoring and Review

Implementation, monitoring, evaluation and review

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Equality and Diversity Policy' is the Headteacher. The designated member of staff is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of our policy.

Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above.

A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our website.

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

It is the responsibility of Conifers House School to monitor the effectiveness of this policy. The directors will

therefore:

- monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school.
- monitor the staff appointment process, so that no one applying for a post at this school is discriminated against.

- require the Headteacher to report to directors annually on the effectiveness of this policy.
- take into serious consideration any complaints from parents/carers, staff or pupils regarding equal opportunity.
- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by Conifers House School Board every year or sooner, if it is considered necessary. The Accessibility part of this policy and the accessibility plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The FHH School Board is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This policy should be read along with our School Improvement Plan, our SEN Local Offer and SEN(D) policy

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Conifers House School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility plan will be drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school for pupils, staff, parents and visitors, and provision of physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils; (If a school fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning as well as access to the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- The Action plan for accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of any one Accessibility Plan and therefore some items will roll forward into subsequent plans. A further Audit will be carried out prior to the end of each three year plan, in order to inform the development of a new Action Plan.
- This Accessibility Policy and its associated plan will be published on the school's website.
- The school's complaints procedure covers the Accessibility plan
- The Plan will be monitored by Ofsted as part of their inspection cycle

- We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. This will form part of each Accessibility Plan.

Links to Other Policies

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies:

- Admissions Policy
- Anti-bullying Policy
- Complaints Policy
- E-safety Policy
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- Recruitment and Selection Policy
- Whistle Blowing Policy

Failure to follow and comply with these policies and procedures may result in disciplinary action.

Discriminatory treatment, bullying or harassment of staff or young people will not be tolerated