



Equality & Diversity Policy

See also, 'Who We Are, What We Do & How We Do It', Anti-bullying and Positive Workplace Policy, Curriculum policy

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave us with the opportunities and are able to become positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do.

Wonderful
Excellent
Lovely
Clever
Outstanding
Magnificent
Enthusiastic

(Acronym created by White Trees pupils)

Created by White Trees Independent School, July 2019

Reviewed July 2021

INTRODUCTION

Children reflect the attitudes and values of all around them, including racial attitudes and values. While eliminating racial discrimination and promoting equality of opportunity are important in ensuring race equality, they are insufficient in themselves to counter any prevailing racist attitudes and behaviour.

We will take positive action on a regular basis to ensure the young people in our care:

- develop positive attitudes and behaviour to all people, whether they are different from or similar to themselves
- unlearn any negative attitudes and behaviour that they may have already learnt
- value and respect everyone regardless of skin colour, physical features, culture, language or religion equally rather than seeing them as less worthy than theirs or ranking them in a racial hierarchy

It is important to recognise and accept that the need to promote equality of opportunity and good relations applies equally in all areas whether rural, suburban or urban. This is as important where the children are largely from one racial group as it is in multiracial, multicultural, multilingual settings. It is an essential part of promoting good relations between people of different racial groups and provides children with a basis for understanding race equality in their future lives.

White Trees School will also ensure that the needs of every child and adult are identified and addressed and that everyone shares an ethos to promote race equality in practice. Planning a strategic approach will enable short and long-term objectives to be realistic as well as effective.

Equality is the current term for 'Equal Opportunities'. It is based on the legal obligation to comply with anti-discrimination legislation. Equality protects people from being discriminated against on the grounds of group membership i.e. sex, race, disability, sexual orientation, religion, belief, or age.

Diversity implies a wide range of conditions and characteristics. In terms of businesses and their workforces it is about valuing and reaping the benefits of a varied workforce that makes the best of people's talents whatever their backgrounds. Diversity encompasses visible and non-visible individual differences. It can be seen in the makeup of your workforce in terms of gender, ethnic minorities, disabled people etc., about where those people are in terms of management positions, job opportunities, terms and conditions in the workplace. Diversity is about respecting individual differences and people's differences can be many and varied.

White Trees School, as part of the SureCare group, is an equal opportunities employer and will not discriminate on the grounds of any of the below.

- Race
- Culture
- National origin
- Region
- Gender
- Gender reassignment
- Sex
- Sexual Orientation
- Age
- Marital Status
- Pregnancy and maternity
- Politics
- Religion or belief
- Ethnicity
- Disability
- Socio-economic differences
- Family structure
- Health
- Values

Definitions of racial discrimination: discriminatory or abusive behaviour towards members of another race.

Direct discrimination: means treating a person in a particular racial group less well than someone in the same or similar circumstances from a different racial group. The motive for such treatment is irrelevant.

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Indirect discrimination: occurs when a provision, criterion or practice, applied equally to everyone, puts people from a particular racial group (based on race or ethnic or national origin) at a disadvantage because they cannot comply with it. This will be unlawful unless it can be shown that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

Indirect discrimination also occurs when a requirement or condition, applied equally to everyone, has a disproportionate adverse effect on people from a particular racial group (based on colour or nationality) because they cannot comply with it. This will be unlawful if it cannot be justified on non-racial grounds.

Customs, practices and procedures that may have been in place for a long time may have an indirectly discriminatory impact on particular racial groups, even though this was never the intention.

Segregation: segregating a person from others on racial grounds constitutes less favourable treatment.

Victimisation: the law protects a person who is victimised for bringing a complaint of racial discrimination under the amended Race Relations Act or for backing someone else's complaint.

For further details of these definitions see the CRE website: www.cre.gov.uk

(**Note:** racial group or ethnic background covers the following – colour, race, nationality including citizenship or ethnic or national origins.)

WHAT WE DO & HOW WE DO IT

Curriculum

The school's curriculum and timetable include a substantial amount of PSHCE, aimed at equipping our pupils with the skills, knowledge and ability to be positive members of their communities. Significant aspects of the learning revolve around communities, how people can be different and why it is so important to be tolerant and accepting of others. All pupils are taught about different aspects of the local and global community but partisan and personal views are not allowed.

Recruitment

Recruitment is always led by someone who is trained in safer recruitment which includes considerations around equality and diversity. All equality and diversity monitoring are anonymous and separate from our recruitment process. Our recruitment processes are reviewed annually and at any appropriate time throughout the year.

Challenge

As a school and workplace, we challenge all types of prejudicial and discriminatory behaviour. It is made clear to both staff and pupils that it is not acceptable. There are clear procedures for dealing with these behaviours for pupils and staff in the relevant policies.

Stonewall affiliation membership

We are a Stonewall champion school. Stonewall is a charitable organisation who stands for all LGBTQ+ people of all ages. Being a member helps our school to ensure our LGBTQ+ children and young people feel valued, respected, and represented. It also helps us to celebrate diversity across the whole school community so that all LGBTQ+ children and young people and staff can reach their full potential. (See Appendix 1 for further information).

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APPENDIX 1: Equality and Diversity at White Trees

Why is it important to invest in teaching resources when educating our pupils about equality and diversity?

Getting LGBTQ+ inclusion right is important. This includes schools' legal and statutory requirements, including under the Equality Act 2010, the Public Sector Equality Duty (where applicable) and the statutory guidance on RSE.

The **Equality Act 2010** outlines nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The Act protects people from unlawful discrimination, harassment, or victimisation based on any protected characteristic.

The **Public Sector Equality Duty** requires all schools, colleges and settings in England, Scotland and Wales to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act – including because of the protected characteristics of sexual orientation and gender reassignment
- advance equality of opportunity
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it – e.g. between LGBT pupils and those who are not LGBT

To help meet these duties, schools, colleges and settings should tackle all forms of homophobic, biphobic and transphobic (HBT) bullying and take proactive steps to promote respect and understanding of LGBTQ+ people and the issues that affect them. They should also set specific, measurable, and age-appropriate equality objectives, such as reducing levels of HBT language and bullying.

In England, Ofsted will inspect the extent to which a school 'complies with the relevant legal duties as set out in the Equality Act 2010, including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998'. Ofsted's School Inspection Handbook states that 'records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including

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racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents' should be made.

The Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance states that:

"In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."

Stonewall School Champion membership.

In becoming a Stonewall approved school and schools champion, it will help our school to ensure our LGBTQ+ children and young people feel valued, respected, and represented. Stonewall will offer our teachers support and will supply them with resources and teaching aids to allow us to deliver a broad and diverse curriculum. It also provides the opportunity for staff to be trained and provides prospects for CPD. Lessons will be incorporated during RSE and will be taught over significant sustained periods of time, with progress evidenced on E4L. Our Deputy Head and PSHCE Lead will break the RSE pathway down into what will be taught at which Key Stage.

Stonewall will help us to celebrate diversity so that all LGBTQ+ children and young people can reach their full potential.

Advertising and marketing our Stonewall affiliation on the website will inform not only Ofsted, but our parents/carers/local authorities that we are committed to delivering and providing a robust quality of education – with equality and diversity being at the forefront of our practice. (Quality of Education being an Independent School Standard)

For more information on Stonewall, please click the link below:

[Schools & colleges | Stonewall](#)



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