



Equality, Diversity and Inclusion 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 the school with a 'new day, new opportunity' ethos and are capable of becoming 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)

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.

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.

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.

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

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.

Harassment: This is unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

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.)

OUR POLICY

White Trees Independent School (part of the SureCare group) is committed to encouraging equality, diversity and inclusion among our staff, pupils, parents/carers and all those involved in the care and education of our young people.

The aim is for our staff to be truly representative of all sections of society we support, and for each employee to feel respected and able to give their best.

White Trees Independent School in providing an education is also committed against unlawful discrimination of stakeholders or the public who have contact with all those in attendance of the school.

Our policy's purpose

This policy's purpose is to;

- Provide equality, fairness and respect for all our staff, pupils and stakeholders.
- Not unlawfully discriminate because of the Equality Act 2010 protected characteristics of:
 - Age
 - Disability
 - Gender reassignment (including transgender)
 - Marriage or civil partnership (marital status)
 - Pregnancy and maternity
 - Race (including colour, nationality, and ethnic or national origin)
 - Religion or belief
 - Sex
 - Sexual orientation

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

White Trees School Equality & Diversity Policy

- White Trees will also consider the following as discrimination
 - Culture
 - National origin
 - Gender (including gender neutral and non-binary)
 - Political view or opinion
 - Socio-economic differences
 - Family structure
 - Health
 - Values
 - Not using appropriate language when discussing both students and/or staff who identify as using 'pronouns' to describe themselves.

- Oppose and avoid all forms of unlawful discrimination. This will include:
 - Pay and benefits
 - Terms and conditions of employment
 - Dealing with grievances and discipline
 - Dismissal
 - Redundancy
 - Leave for parents
 - Requests for flexible working arrangements
 - Selection for employment, promotion, training or other developmental opportunities

Our Commitments

White Trees Independent School commits to:

1. Encouraging equality, diversity and inclusion in the school, White Trees group and the wider community including parents/carers and all stakeholders as they are good practice and support our ethos as a 'Stonewall school'.

2. Create a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and contributions of staff are recognised and valued.

This commitment includes training leaders, managers and all employees about their rights and responsibilities under the equality, diversity and inclusion policy. Responsibilities include staff conducting themselves to help the school.

3. Take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, students, visitors, parents/carers, stakeholders and any others in the course of the school's work activities. Such acts will be dealt with as misconduct under the organisation's grievance and/ or disciplinary procedures, and appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice.

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

Further, sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations. In addition, harassment under the Protection of Harassment Act 1997 - which is not limited to circumstances where harassment relates to a protected characteristic - is a criminal offence.

4. Make opportunities for training, development and progress available to all staff, who will be helped and encouraged to develop their full potential, so their talents and resources can be fully utilised to maximise the efficiency of the organisation.
5. Make decisions concerning staff being based on merit (apart from any necessary and limited exemptions and expectations allowed under the Equality Act).
6. Review employment practices and procedures when necessary to ensure fairness, and also update them and the policy to take account of changes in the law.
7. Monitor the make-up of the workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability in encouraging equality, diversity and inclusion, and in meeting the aims and commitments set out in the equality, diversity and inclusion policy.

Monitoring will also include assessing how the equality, diversity and inclusion policy, and any supporting action plan, are working in practice, reviewing them annually, and considering and taking action to address any issues.

Agreement to follow this policy

The equality, diversity and inclusion policy is fully supported by senior management and has been agreed with governors and directors.

Our disciplinary and grievance procedures

A. INTRODUCTION

1. It is necessary to have a minimum number of rules in the interests of the whole organisation.
2. The rules set standards of performance and behaviour whilst the procedures are designed to help promote fairness and order in the treatment of individuals. It is our aim that the rules and procedures should emphasise and encourage improvement in the conduct of individuals, where they are failing to meet the required standards, and not be seen merely as a means of punishment. We reserve the right to amend these rules and procedures where appropriate.
3. Every effort will be made to ensure that any action taken under this procedure is fair, with you being given the opportunity to state your case and appeal against any decision that you consider to be unjust.

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

4. The following rules and procedures should ensure that:
- a. the correct procedure is used when requiring you to attend a disciplinary hearing;
 - b. you are fully aware of the standards of performance, action and behaviour required of you;
 - c. disciplinary action, where necessary, is taken speedily and in a fair, uniform and consistent manner;
 - d. you will only be disciplined after careful investigation of the facts and the opportunity to present your side of the case. On some occasions temporary suspension on contractual pay may be necessary in order that an uninterrupted investigation can take place. This must not be regarded as disciplinary action or a penalty of any kind;
 - e. other than for an "off the record" informal reprimand, you have the right to be accompanied by a fellow employee at all stages of the formal disciplinary process;
 - f. you will not normally be dismissed for a first breach of discipline, except in the case of gross misconduct; and
 - g. if you are disciplined, you will receive an explanation of the penalty imposed and you will have the right to appeal against the finding and the penalty.

B. DISCIPLINARY RULES

It is not practicable to specify all disciplinary rules or offences that may result in disciplinary action, as they may vary depending on the nature of the work. In addition to the specific examples of unsatisfactory conduct, misconduct and gross misconduct shown in this handbook, a breach of other specific conditions, procedures, rules etc. that are contained within this handbook or that have otherwise been made known to you, will also result in this procedure being used to deal with such matters.

C. DISCIPLINARY PROCEDURE

1. Disciplinary action taken against you will be based on the following procedure:

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

OFFENCE	FIRST OCCASION	SECOND OCCASION	THIRD OCCASION	FOURTH OCCASION
Unsatisfactory Conduct	Formal verbal warning	Written Warning	Final written warning	Dismissal
Misconduct	Written Warning	Final written Warning	Dismissal	
Serious misconduct	Final written warning	Dismissal		
Gross misconduct	Dismissal			

2. We retain discretion in respect of the disciplinary procedures to take account of your length of service and to vary the procedures accordingly. If you have a short amount of service you may not be in receipt of any warnings before dismissal.

3. If a disciplinary penalty is imposed it will be in line with the procedure outlined above, which may encompass a formal verbal warning, written warning, final written warning, or dismissal, and full details will be given to you.

4. In all cases warnings will be issued for misconduct, irrespective of the precise matters concerned, and any further breach of the rules in relation to similar or entirely independent matters of misconduct will be treated as further disciplinary matters and allow the continuation of the disciplinary process through to dismissal if the warnings are not heeded.

D. DISCIPLINARY AUTHORITY

The operation of the disciplinary procedure contained in the previous section is based on the following authority for the various levels of disciplinary action. However, the list does not prevent a higher level of seniority progressing any action at whatever stage of the disciplinary process.

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

PERSON AUTHORISED TO TAKE DISCIPLINARY ACTION IN THE CASE OF:

MANAGEMENT

OTHER EMPLOYEES

Formal verbal warning

Director

Head Teacher/ Director

Written warning

Director

Head Teacher/ Director

Final written warning

Director

Head Teacher/ Director

Dismissal

Director

Head Teacher/ Director

A. PERIOD OF WARNINGS

1. Formal verbal warning

A formal verbal warning will normally be disregarded for disciplinary purposes after a three month period.

2. Written warning

A written warning will normally be disregarded for disciplinary purposes after a six month period.

3. Final written warning

A final written warning will normally be disregarded for disciplinary purposes after a twelve month period.

B. GENERAL NOTES

1. If you are in a supervisory or Managerial position then demotion to a lower status may be considered as an alternative to dismissal except in cases of gross misconduct.
2. In exceptional circumstances, suspension from work without pay for up to five days as an alternative to dismissal (except dismissal for gross misconduct) may be considered by the person authorised to dismiss.
3. Gross misconduct offences will result in dismissal without notice.
4. You have the right to appeal against any disciplinary action.

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

Grievance Procedure

1. It is important that if you feel dissatisfied with any matter relating to your employment you should have an effective means by which such a grievance can be aired and, where appropriate, resolved.
2. Nothing in this procedure is intended to prevent you from informally raising any matter you may wish to mention. Informal discussion can frequently solve problems without the need for a written record. However, if you wish to raise a formal grievance you should normally do so in writing from the outset.
3. You have the right to be accompanied at any stage of the procedure by a fellow employee who may act as a witness or speak on your behalf to explain the situation more clearly.
4. If you feel aggrieved at any matter relating to your work (except personal harassment, for which there is a separate procedure following this section), you should first raise the matter with the person specified in your Statement of Main Terms of Employment, explaining fully the nature and extent of your grievance. You will then be invited to a meeting at a reasonable time and location at which your grievance will be investigated fully. You must take all reasonable steps to attend this meeting. You will be notified of the decision, in writing, normally within ten working days of the meeting, including your right of appeal.
5. If you wish to appeal, you must inform a Director within five working days. You will then be invited to a further meeting, which you must take all reasonable steps to attend. As far as reasonably practicable, the Organisation will be represented by a more Senior Manager than attended the first meeting (unless the most Senior Manager attended that meeting).
6. Following the appeal meeting you will be informed of the final decision, normally within ten working days, which will be confirmed in writing.

Personal Harassment Policy and Procedure

A. INTRODUCTION

1. Harassment or victimisation on the grounds of the following protected characteristic: age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation is unacceptable.
2. Personal harassment takes many forms but whatever form it takes, it is unlawful under the Equality Act 2010 and will not be tolerated.
3. This policy will be reviewed regularly to ensure it remains up to date and in order to monitor its effectiveness.

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

B. SCOPE

We deplore all forms of personal harassment and seek to ensure that the working environment is sympathetic to all those who work for us. This includes employees, workers, agency workers, volunteers and contractors in all areas of our Company, including any overseas sites.

C. DEFINITIONS**Harassment**

This is unwanted conduct related to a relevant protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Unwanted conduct can include:

- a) spoken words
- b) banter
- c) written words
- d) posts or contact on social media
- e) imagery
- f) graffiti
- g) physical gestures
- h) facial expressions
- i) mimicry
- j) jokes or pranks
- k) acts affecting a person's surroundings
- l) aggression, and
- m) physical behaviour towards a person or their property.

Sexual harassment

This is unwanted conduct of a sexual nature which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

- a) sexual comments or jokes

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

White Trees School Equality & Diversity Policy

- b) displaying sexually graphic pictures, posters or photos
- c) suggestive looks, staring or leering
- d) propositions and sexual advances
- e) making promises in return for sexual favours
- f) sexual gestures
- g) intrusive questions about a person's private or sex life or a person discussing their own sex life
- h) sexual posts or contact on social media
- i) spreading sexual rumours about a person
- j) sending sexually explicit emails or text messages, and
- k) unwelcome touching, hugging, massaging or kissing.

Less favourable treatment for rejecting or submitting to unwanted conduct

This occurs when:

- a) someone is subjected to unwanted conduct:
 - i) of a sexual nature
 - ii) related to sex, or
 - iii) related to gender reassignment
- b) the unwanted conduct has the purpose or effect of:
 - i) violating their dignity, or
 - ii) creating an intimidating, hostile degrading, humiliating or offensive environment for them, and
- c) they are treated less favourably because they submitted to, or rejected the unwanted conduct.

D. CIRCUMSTANCES WHICH ARE COVERED

- 1) This policy covers behaviour which occurs in the following situations:
 - a) a work situation
 - b) a situation occurring outside of the normal workplace or normal working hours which is related to work, for example, a working lunch or social event with colleagues;
 - c) outside of a work situation but against a colleague or other person connected to the Company, including on social media;
 - d) against anyone outside of a work situation where the incident is relevant to their suitability to carry out the role.

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

E. COMPLAINING ABOUT PERSONAL HARASSMENT

1. Informal complaint

We recognise that complaints of personal harassment, and particularly of sexual harassment, can sometimes be of a sensitive or intimate nature and that it may not be appropriate for you to raise the issue through our normal grievance procedure. In these circumstances you are encouraged to raise such issues with a senior colleague of your choice (whether or not that person has a direct supervisory responsibility for you) as a confidential helper. This person cannot be the Head Teacher who will be responsible for investigating the matter if it becomes a formal complaint.

If you are the victim of minor harassment, you should make it clear to the harasser on an informal basis that their behaviour is unwelcome and ask the harasser to stop. If you feel unable to do this verbally then you should hand a written request to the harasser, and your confidential helper can assist you in this.

2. Formal complaint

Where the informal approach fails or if the harassment is more serious, you should bring the matter to the attention of the Head Teacher as a formal written complaint and again your confidential helper can assist you in this. If possible, you should keep notes of the harassment so that the written complaint can include:

- a. the name of the alleged harasser;
- b. the nature of the alleged harassment;
- c. the dates and times when the alleged harassment occurred;
- d. the names of any witnesses; and
- e. any action already taken by you to stop the alleged harassment.

On receipt of a formal complaint we will take action to separate you from the alleged harasser to enable an uninterrupted investigation to take place. This may involve a temporary transfer of the alleged harasser to another work area or suspension with contractual pay until the matter has been resolved.

The person dealing with the complaint will invite you to attend a meeting, at a reasonable time and location, to discuss the matter and carry out a thorough investigation. You have the right to be accompanied at such a meeting by your confidential helper or another work colleague of your choice and you must take all reasonable steps to attend. Those involved in the investigation will be expected to act in confidence and any breach of confidence will be a disciplinary matter.

On conclusion of the investigation, which will normally be within ten working days of the meeting with you, the decision of the investigator, detailing the findings, will be sent in writing to you.

You have the right to appeal against the findings of the investigator in accordance with the appeal provisions of the grievance procedure.

F. DISCIPLINARY ACTION

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

White Trees School Equality & Diversity Policy

- 1) If the decision is that the allegation is well founded, the harasser will be liable to disciplinary action in accordance with our disciplinary procedure. An employee who receives a formal warning or who is dismissed for harassment may appeal by using our capability/disciplinary appeal procedure.
- 2) When deciding on the level of disciplinary sanction to be applied, we will take into consideration aggravating factors such as abuse of power over a more junior colleague.
- 3) If you bring a complaint of harassment you will not be victimised for having brought the complaint. However if it is concluded that the complaint is both untrue and has been brought with malicious intent, disciplinary action will be taken against you.

G. THIRD PARTY HARASSMENT

- 1) Third party harassment occurs when one of our workforce is subjected to harassment by someone who is not part of our workforce but who is encountered in connection with work. This includes our customers, suppliers, members of the public. Third party harassment of our workforce will not be tolerated.

Should you be subjected to third party harassment, you are encouraged to report this as soon as possible to the Head Teacher.

Should a client or customer harass a member of our workforce, they will be warned that continued provision of our service to them will cease if they are to act in a similar way again. Should their behaviour recur, they will be informed that our service to them will cease. Any criminal acts will be reported to the police, and we will share information relating to the incident with our other branches to ensure that we maintain a consistent approach to the cessation of our services.

WHAT WE DO & HOW WE DO IT

Curriculum

The school's curriculum and timetable include a substantial amount of PSHE, 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.

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

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 approved 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 2 for further information.

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

Appendix 1: Equality, Inclusion and Diversity Policy

A. STATEMENT OF POLICY

1. The terms equality, inclusion and diversity are at the heart of this policy. 'Equality' means ensuring everyone has the same opportunities to fulfil their potential free from discrimination. 'Inclusion' means ensuring everyone feels comfortable to be themselves at work and feels the worth of their contribution. 'Diversity' means the celebration of individual differences amongst the workforce. We will actively support diversity and inclusion and ensure that all our employees are valued and treated with dignity and respect. We want to encourage everyone in our business to reach their potential.

2. We recognise that discrimination is unacceptable and although equality of opportunity has been a long-standing feature of our employment practices and procedure, we have made the decision to adopt a formal policy. Breaches of the policy will lead to disciplinary proceedings and, if appropriate, disciplinary action up to and including dismissal.

3. The aim of the policy is to ensure no job applicant, employee or worker is discriminated against either directly or indirectly on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

4. We will ensure that the policy is circulated to any agencies responsible for our recruitment and a copy of the policy will be made available for all employees and made known to all applicants for employment.

5. The policy will be communicated to all private contractors reminding them of their responsibilities towards the equality of opportunity.

6. The policy will be implemented in accordance with the appropriate statutory requirements and full account will be taken of all available guidance and in particular any relevant Codes of Practice.

7. We will maintain a neutral working environment in which no employee or worker feels under threat or intimidated.

B. RECRUITMENT AND SELECTION

1. The recruitment and selection process is crucially important to any equality, inclusion and diversity policy. We will endeavour through appropriate training to ensure that employees making selection and recruitment decisions will not discriminate, whether consciously or unconsciously, in making these decisions.

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

White Trees School Equality & Diversity Policy

2. Promotion and advancement will be made on merit and all decisions relating to this will be made within the overall framework and principles of this policy.
3. Job descriptions, where used, will be revised to ensure that they are in line with this policy. Job requirements will be reflected accurately in any personnel specifications.
4. We will adopt a consistent, non-discriminatory approach to the advertising of vacancies.
5. We will not confine our recruitment to areas or media sources which provide only, or mainly, applicants of a particular group.
6. All applicants who apply for jobs with us will receive fair treatment and will be considered solely on their ability to do the job.
7. All employees involved in the recruitment process will periodically review their selection criteria to ensure that they are related to the job requirements and do not unlawfully discriminate.
8. Short listing and interviewing will be carried out by more than one person where possible.
9. Interview questions will be related to the requirements of the job and will not be of a discriminatory nature.
10. We will not disqualify any applicant because he/she is unable to complete an application form unassisted unless personal completion of the form is a valid test of the standard of English required for the safe and effective performance of the job.
11. Selection decisions will not be influenced by any perceived prejudices of other staff.

C. TRAINING AND PROMOTION

1. Senior staff will receive training in the application of this policy to ensure that they are aware of its contents and provisions.
2. All promotions will be in line with this policy.

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

D. MONITORING

1. We will maintain and review the employment records of all employees in order to monitor the progress of this policy.

2. Monitoring may involve:
 - a. the collection and classification of information regarding the race in terms of ethnic/national

 - b. the examination by ethnic/national origin and sex of the distribution of employees and the success rate of the applicants; and

 - c. recording recruitment, training and promotional records of all employees, the decisions reached and the reason for those decisions.

3. The results of any monitoring procedure will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy. Consideration will be given, if necessary, to adjusting this policy to afford greater equality of opportunities to all applicants and staff.

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

APPENDIX 2: 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 really 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

Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including 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](#)



Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023

White Trees School Equality & Diversity Policy

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Policy owner	White Trees School	Last review	November 2022
Date Created	November 2018	Next review	November 2023