



# St. James' School

*A Woodard School*

## Equality, diversity and inclusion policy

St James' School  
18-24 Bargate  
Grimsby  
N. E. Lincolnshire  
DN34 4SY

Tel: 01472 503270

Web: [www.saintjameschool.co.uk](http://www.saintjameschool.co.uk)

Email: [Enquiries@saintjameschool.co.uk](mailto:Enquiries@saintjameschool.co.uk)

# Equality, diversity and inclusion policy

## 1. Introduction

St James' School ('the School') is committed to being inclusive as we see diverse population of our community members as one of the School's greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all the School's activities.

This policy applies equally to current and prospective members of the School community, including, pupils, staff, parents and other community stakeholders.

This policy is made available on the School website and can be made available on request. All school policies can be made available in large print or other accessible format if required.

The School is committed to a zero-tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under *The protected characteristics - Equality Act 2010*([www.legislation.gov.uk/ukpga/2010/15/section/4](http://www.legislation.gov.uk/ukpga/2010/15/section/4)). The protected characteristics are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex.

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

- a) Communicating its commitment to equality and diversity to all members of its community
- b) Ensuring all staff and pupils are aware of the aims of this policy
- c) Briefing for staff and pupils on the Equal Opportunities Policy
- d) Developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making
- e) Demonstrating our zero-tolerance attitude towards discrimination by taking all allegations seriously

## 2. Responsibility

Each member of the School community has a responsibility for ensuring that the school operates within the legal framework for equality and implementing the policy throughout the school. Oversight of this is led by the Senior Leadership Team, School Council and ongoing reflection on practice.

The School Council (*Governing Body*) has a responsibility to:

- (a) Ensure that staff act as role models of inclusive behaviour and practice
- (b) Ensure that the School complies with its equality obligations

- (c) Ensure that the School's policies & procedures are monitored in light of this policy and the School's wider equality obligations
- (d) Be involved, together with the Head, in dealing with serious breaches of this policy.

### **3. The Legal Framework**

Discrimination can take the following forms, including:

- (a) Direct Discrimination - This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.
- (b) Indirect Discrimination - This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate means of achieving a legitimate aim.
- (c) Victimisation - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
- (d) Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.

### **4. Equality and Diversity in Practice**

Our aims are to:

- (a) Promote equality of opportunity for all members of the School community
- (b) Embed inclusion through all our activities
- (c) Include and value the contribution of all community members to our understanding of equality and diversity
- (d) Actively challenge discrimination and ensure that all members of the School community learn from these experiences
- (e) Comply with and surpass the School's equality obligations contained in the Equality Act 2010
- (f) Actively strive to develop a secure environment in which all our children can thrive and achieve all of the outcomes of *Every Child Matters* and *Keeping children safe in education*
- (g) Provide a learning environment where all individuals feel the Equal Opportunities Policy is valued and feel a sense of belonging
- (h) Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community

- (i) Provide and promote positive information about the diversity of UK society
- (j) Eliminate unlawful discrimination on the grounds of any of the protected characteristics
- (k) Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language

To achieve these aims we will:

- (a) Ensure the wider school curriculum promotes and celebrates equality and diversity
- (b) Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
- (c) Actively seek to involve all members of the School community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- (d) Help 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
- (e) Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help to remove discrimination
- (f) Publish and share school policies to the whole School community
- (g) Discuss the Equal Opportunities policy and regularly review its application
- (h) Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst the pupil and staff body

Our school ethos states that:

The School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive.

At the School we aim to promote inclusion and address and remove any form of discrimination and actively promote harmonious relations in all areas of school life and with our key partners such as parents and other schools. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

## **5. Admissions**

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, and admits, pupils irrespective of any protected characteristic.

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 not offer a place to a child if, after reasonable adjustments have been considered, the School cannot adequately cater for and/or meet their needs.

## **6. Religious Beliefs**

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).

## **7. Reasonable Adjustments**

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison to non-disabled pupils. The School will inform and consult with parents about what reasonable adjustments, if any, the School are able to make for their disabled child. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and, for example, the resources available to the School. The School has a duty make reasonable adjustments (case by case considerations) for staff or pupils who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

The School is not legally required to make alterations to the School's physical environment as part of the reasonable adjustment's duty. However, the School monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled pupils. The School has an Accessibility Plan in place [which can be found on the School website / a copy of which can be made available upon request.]

Policy	Date Approved	Body Approved	Author	Date of next review
Equality, Diversity and Inclusion	9 <sup>th</sup> June 2020	Full School Council	ED & RGM	September 2021



St James' School  
 18-24 Bargate  
 Grimsby  
 N. E. Lincolnshire  
 DN34 4SY

Tel: 01472 503270

Web: [www.saintjameschool.co.uk](http://www.saintjameschool.co.uk)

Email: [Enquiries@saintjameschool.co.uk](mailto:Enquiries@saintjameschool.co.uk)



# St. James' School

*A Woodard School*

## Equality, diversity and inclusion reflective tool

St James' School  
18-24 Bargate  
Grimsby  
N. E. Lincolnshire  
DN34 4SY

[Tel: 01472 503270](tel:01472503270)

[Web: www.saintjameschool.co.uk](http://www.saintjameschool.co.uk)

[Email: Enquiries@saintjameschool.co.uk](mailto:Enquiries@saintjameschool.co.uk)

# Equality, diversity and inclusion reflective tool

St James' School ('the School') is committed to being inclusive as we see diverse population of our community members as one of the School's greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all the School's activities.

Area for Reflection	Reviewed	Comments/ Actions
<b>School Policies and Processes</b>		
An existing Equality, Diversity and Inclusion (EDI) policy published with a date for review		
Reference to EDI in recruitment and admissions documentation and processes		
Clear reference to EDI in the School mission statement, aims and values		
Processes in place to address and record incidents or concerns		
Reference to EDI in all applicable policies such as behaviour, feedback and SEND		
Ongoing and regular review of diversity within body of staff, governors, pupils and other stakeholders		
Positive relationships sought with a diverse range of partners, organisation and groups in the community		



Area for Reflection	Reviewed	Comments/ Actions
<b>Curriculum and Learning</b>		
Lessons that value and promote diversity and multiculturalism, reflecting the diversity of the students		
A range of learning styles appropriate to all learners		
Assessment methods which take account of differing needs		
Regular review of curriculum to ensure a diverse range of perspectives and themes are incorporated		
Regular review of pupil voice to analyse engagement, including of different groups		
Identification of materials or language which reinforce stereotypes		
Regular review of resources to ensure language, accessibility and learning style are addressed		
A classroom environment and culture that celebrates difference and values individuals		
Lessons that promote an all-inclusive culture for growth and progress		
Support, including alternative materials, available for pupils who need it		
Awareness of unavoidable imbalance (eg an ethnocentric GCSE curriculum) and clear will to address this where possible (such as in KS3)		