



**CHELSEA**  
HALL SCHOOL

# **EQUITY, INCLUSION AND DIVERSITY POLICY**

**Responsible Person:** Headteacher (Jessica Duemler)

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**Review Cycle:** Annual

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## INTRODUCTION

Chelsea Hall School is owned and operated by Cavendish Education; the Proprietary Body, also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of CHS Policies that, taken together, are designed to form a comprehensive formal Statement of CHS's aspiration to provide an outstanding education for each and every one of its pupils, and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be ready alongside all of these Policies in order to get the full picture, and should be read in conjunction with other Chelsea Hall School's policies and procedures. All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that Chelsea Hall School is undertaking to ensure the implementation of its core values, our '4 Cs':

**Character**  
**Creativity**  
**Confidence**  
**Competence**

While this current policy document may be referred to elsewhere in Chelsea Hall School documentation, including particulars of employment, it is non-contractual.

In all CHS Policies, unless the specified context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

CHS employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

**Peninsula HR Online**  
**Peninsula Business Safe (Health and Safety)**  
**Atlantic Data (DBS)**  
**Educare (online CPD)**

Chelsea Hall School fully recognises the responsibility it has under sections 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children and young people, and expect all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School. This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping Children Safe in Education September 2022. [Keeping children safe in education 2022 - GOV.UK](#)

All staff are made aware of their duties and responsibilities under part one of this document.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School.

Chelsea Hall School's policy documents are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Chelsea Hall School is committed to being inclusive as we see a diverse population of both pupils and staff 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 parents.

This policy takes due account of the letter and the spirit of the government guidance [The Equality Act 2010 and schools](#).

This policy is made available on the school website and can be made available on request. It 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](#). The protected characteristics are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex and sexual orientation.

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

- communicating its commitment to equity and diversity to all members of its community
- ensuring all staff and pupils are aware of the aims of this policy
- briefing for staff on this policy
- developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making
- demonstrating our zero tolerance attitude towards discrimination by taking all allegations seriously

## RESPONSIBILITY

The school Senior Leadership Team under Cavendish Education have responsibility for ensuring that the school operates within the legal framework for equity and for implementing the policy throughout the school.

Each member of the school community is responsible for:

- being alert to and challenging discrimination;
- embracing diversity;
- respecting different faiths and beliefs;
- and upholding equality of opportunity for all.

## UNDERSTANDING DISCRIMINATION

Discrimination can take the following forms, including:

- **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.
- **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.
- **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.
- **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.
- **Disability Discrimination** - This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

## AIMS AND VALUES

The aims of this policy and the school's ethos as a whole are to:

- eliminate unlawful discrimination on the grounds of any of the protected characteristics
- 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
- promote equality of opportunity for all members of the school community
- comply with the school's equality obligations in the [Equality Act 2010](#)
- provide a secure environment in which all our children can thrive and achieve all of the outcomes of [Keeping Children Safe in Education 2022](#)
- provide a learning environment where all individuals through the school policies feel valued and feel they have a sense of belonging
- 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
- include and value the contribution of all families to our understanding of equity and diversity

- provide and promote positive information about the diversity of UK society
- actively challenge discrimination and ensure that all members of the school community learn from these experiences
- embed inclusion through all our activities

To achieve these aims, the school:

- involves, where reasonably practicable, all members of the school community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- publishes school policies to the school community as appropriate
- collects and analyses data (such as admissions data) to monitor any potential disadvantage amongst the pupil body
- helps 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
- ensures the wider school curriculum promotes and celebrates equality and diversity
- operates a clear zero tolerance policy towards abusive or discriminatory behaviour
- works in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination

The school ethos states that:

*Chelsea Hall 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.*

The school aims to promote inclusion and tackle any form of discrimination and actively promote harmonious relations in all areas of school life and with key partners such as parents and other schools. The school seeks to remove any barriers to access, participation, progression, attainment and achievement. The school takes seriously its contribution towards community cohesion.

## **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.

## EDUCATIONAL SERVICES

The school affords all pupils access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the school's obligations under the [Equality Act 2010](#) and considerations of safety and welfare.

The school will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

The school seeks to educate pupils in a multicultural, anti-racist environment using the curriculum, assemblies, PSHE programme and external speakers to promote understanding and appreciation of other faiths, races and cultures.

The school recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the school's Anti-Bullying and Promoting Good Behaviour Policies.

The school:

- has an appointed Diversity, Equity and Inclusion Officer to support the implementation of this policy
- treats all members of the school community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- endeavours to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics listed above
- ensures those pupils with an EHCP (Education Health and Care Plan) receive necessary educational and welfare support
- ensures that pupils with English as Additional Language receive additional support, in line with the school's English as an Additional Language Policy
- monitors the admission and progress of pupils from different backgrounds
- challenges inappropriate discriminatory behaviour by pupils, staff and parents
- offers all pupils access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities
- ensures that all staff are aware of their responsibilities to promote equality of opportunity, and are given appropriate training and support
- works with parents and external agencies, where appropriate, to combat and prevent discrimination in school
- makes clear to staff and pupils that it is also unlawful to discriminate because of a characteristic which they think a person has, even if they are mistaken
- is allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments
- ensures that it reviews, monitors and evaluates the effectiveness of inclusive practices.

## AGE

Because age as a protected characteristic under the [Equality Act 2010](#) does not apply to pupils or pupils in schools, the school is entitled to admit and organise pupils in age groups and to treat them in ways judged to be appropriate to their age and stage of development.

## **RELIGIOUS BELIEF**

Although as a matter of policy it has no religious character, the school is inclusive and welcomes and respects the rights and freedoms of individuals from all religions and faiths, or of no religion or faith.

## **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 is 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 to 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 adjustments 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, a copy of which can be made available upon request

## **CONCERNS AND COMPLAINTS**

The school seeks to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to any member of staff they feel safe discussing their issue with. Staff will then be confident taking it to a senior member of the team.

Any pupil who harasses another pupil on the grounds of any protected characteristic will be subject to the school's disciplinary measures in accordance with the school's Anti-Bullying and Promoting Good Behaviour Policies.

If parents feel this policy has been breached they should raise their concern or complaint through the school's Complaints Policy which is available on the school website or can be available upon request.

## **MONITORING AND REVIEW**

This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.

This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the school's equality obligations.



## **REVIEW OF IMPLEMENTATION**

The implementation of this Policy is reviewed annually by the school's Senior Leadership Team in consultation with staff and a report is made to the Governance Body.

The school may submit to Cavendish Education proposals for amendments to this Policy.