



WETHERBY HIGH SCHOOL

Equality, Diversity and Inclusion Policy

**This policy applies to staff, governors, students,
parents and carers**

Reviewing Committee:

Responsible SLT member	-	G King
Delegated policy updater	-	G King

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Introduction

At Wetherby High School, we share a commitment to equality, diversity and community cohesion across all sections of our school community. As such we have adopted the Equalities Review 2007 definition of an equal society which strengthens our approach to equality and diversity. The definition is:

‘An equal society protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises different people’s different needs, situations and goals and removes the barriers that limit what people can do and can be’

This Equalities Policy, our Accessibility Plan and our ongoing monitoring aim is to help us focus attention on improving planning, decision making, resource allocation and the monitoring and evaluation of our achievements.

Aims

Wetherby High School is committed to providing an environment free from discrimination, bullying, harassment and victimisation where all members of its community are treated with respect and dignity. The school pro-actively aims to create a culture of inclusion that celebrates diversity within its community, providing a dynamic working and learning environment where all members are valued for their contribution.

We encourage and support effective professional development for staff and governors to ensure we address the needs of all students, increase parental engagement and broaden representation of under-represented groups within all levels of our staff, school community and Governing Body.

By ‘community cohesion’, we mean working towards a society in which:

- there is a common vision and sense of belonging by all communities;
- the diversity of people’s backgrounds and circumstances is appreciated and valued;
- similar life opportunities are available to all, with appropriate and differentiated support
- strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Our aim is to ensure that these commitments, reinforced by our values, are embedded in our day to day working practices with the school community.

At Wetherby High School we are committed to building a cohesive, collaborative school community in which we:

- tackle all types of discrimination;
- treat all existing and potential service users with dignity and respect
- celebrate the diversity within our school and the wider world;

- promote equality of opportunity; including through our partnership and contract arrangements.
- build good relationships between people of different groups;
- contribute to the cohesion of the local community and wider society; working work with and between communities to help develop and strengthen relationships
- promote fundamentally the British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith;
- Ensuring that both existing staff and students, as well as those who seek to apply to work or study with us, are treated fairly and that individuals are judged solely on merit and by reference to their skills, abilities, qualifications, aptitude, potential and circumstances.
- Endeavour to recruit a workforce which is reflective of all sections of society where possible.
- meet our statutory duties under the Equality Act 2010.

Wetherby High School is committed to providing equality of opportunity for all irrespective of:

- Age
- Disability
- Race or racial group (including colour, nationality and ethnic origin or national origins)
- Religion or belief
- Sex
- Marriage and Civil Partnership
- Gender reassignment
- Pregnancy and maternity
- Sexual orientation
- Caring responsibilities
- Social class, or
- Trade union activity
- Level of deprivation

Protected Characteristics

Under the provisions of the Equality Act, there are 9 Legally Protected Characteristics:

1. Age*
2. Disability
3. Gender reassignment
4. Marriage and civil partnership*
5. Pregnancy and maternity

6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

Generally, it is unlawful to discriminate against an individual by treating them less favourably because of these.

*Whilst age and marriage and civil Partnership are protected characteristics, these do not apply to students in schools, but do apply to parents/carers and staff.

Wetherby High School's commitment to providing equality of opportunity exceeds the legally protected characteristics as part of our focus on equality, diversity and community cohesion.

The Equalities Act defines different kinds of unlawful behaviour – direct discrimination, indirect discrimination, discrimination by association, harassment and victimisation.

Direct discrimination

Direct discrimination occurs when an individual receives less favourable treatment than another person in similar circumstances. This includes discrimination based on factual information, or the perception or assumptions relating to any of the above categories.

Examples of direct discrimination include:

- Failure to short-list any ethnic minority background applications even though they meet the relevant criteria.
- Refusing a woman a promotion because you are concerned that she might want to take time off to start a family in the future.
- Choosing not to give a female teacher a pay rise because she is pregnant
- Unfavourable treatment of an individual because they are suffering from cancer or are HIV positive

Indirect discrimination

Indirect discrimination occurs when there's a practice, policy or rule which applies to everyone in the same way, places a group who share a characteristic at a particular disadvantage. Examples of indirect discrimination include:

- Stipulating that people must speak clear fluent English where the job does not require verbal communication
- Refusal to consider part time working hours

Discrimination by association

Associative discrimination occurs when someone discriminates against someone because they associate with another person who possesses a protected characteristic.

- Unfavourable treatment because a person has homosexual friends or relations or because a person is married to someone of a particular religion.

Harassment

Is “unwanted conduct, related to a relevant protected characteristic, 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”.

Victimisation

Victimisation occurs when a person is treated less favourably than they otherwise would have been, because of something they have done (“a protected act”) in connection with the Equality Act. A protected act might involve, for example, making an allegation of discrimination, or supporting another person’s complaint by giving evidence or information.

Application of the Policy

Commitment and Engagement

- We respect and value all individuals for their own abilities, beliefs, challenges, attitudes, background and experiences, and seek to actively engage all members of our school and local community in promoting equality, diversity and community cohesion.

Ethos

- We create an ethos which promotes and reflects equality, celebrates diversity, develops understanding and challenges stereotypes and prejudices.

Curriculum, Teaching and Learning

- We provide experiences which broaden students’ horizons in terms of culture, religion and social background, and ensure equality of access to high quality teaching and learning, an inclusive curriculum and wider opportunities for learning and personal development.

Tackling Discrimination and Harassment

- We identify and remove all practices which are discriminatory and record, report and challenge all incidents of prejudice-based bullying and harassment.
- We ensure that all staff are empowered to challenge discriminatory behaviour and promote equality, diversity and community cohesion through their teaching and relationships with students, and that Governors understand their statutory duties.

Achievement and Progress

- We have high expectations of everyone involved with the school. We monitor, evaluate and review outcomes for different learner groups and provide appropriate support and intervention to ensure that all students can reach their full potential.

Recruitment and Selection

- Recruitment advertising will encourage applications from all sectors of the community reflecting the school's commitment to equality and diversity
- Recruitment advertising will appear in publications appropriate to the audience capable of producing the best candidates
- Job descriptions, person specifications and recruitment advertisements will be written on the basis of the essential and justifiable requirements of the position:
- Shortlisting, appointment and rejection decisions will be transparent and justifiable and will be supported by written comments
- All members of appointing panels will have undergone EDI training

Genuine occupational requirements

- Indirect discrimination may on rare occasions be justifiable by law if it relates to a specific requirement of a job where race, sexual orientation, religion, belief or gender is a genuine occupational requirement for the job.

Staff Development

- All staff will have equal access to induction, personal and career development opportunities and facilities

Appraisal

- Probation and appraisal procedures will be clear and transparent and will be applied fairly across all staff
- Pay decisions will be in line with the Pay Policy and decisions made will be applied fairly across all Teaching and support staff including those on maternity leave.

Disciplinary and Grievance

- Disciplinary and grievance procedures will be applied fairly and transparently for all staff
- Allegations of discrimination, harassment or inappropriate behaviour will be dealt with under the appropriate disciplinary procedures for staff

Implementation

The policy will apply to all staff employed by the Governing Body of the school.

The policy will also apply to all Governors, volunteers, contractors, job applicants, student placements, trainees and people holding honorary contracts with the school.

In the implementation of this policy the school will aim to:

- develop and promote a culture of equality, diversity and inclusion throughout the school;

- develop and promote a culture of dignity, courtesy and respect;
- support all staff and students, including provision of relevant support relating to age, disability, gender identity/gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation;
- work to prevent all forms of unlawful discrimination:
- deal with all forms of discrimination consistently and effectively;
- ensure that the Equality and Diversity policy influences and informs the culture of the school including the employment policies adopted and implemented by the school.

Role and Responsibilities

We all have a right to be treated fairly and with dignity and respect. Everyone has a responsibility for working together to promote a harmonious environment which eliminates discrimination and harassment.

Role of the Governing Body

- The Governing Body has responsibility for ensuring all the school policies promote and sustain equality, diversity and inclusion in employment practices and the provision of the service
- The Governing Body will ensure there are effective policies in place for managing recruitment and selection, appraisal, bullying and harassment and grievances and complaints
- Set a good example by treating all members of the school with dignity and respect

Role of the Headteacher

- To promote equality and diversity throughout the school and ensure that colleagues are aware of their responsibilities and expectations with regard to their conduct. They will recognise the need for continuous professional development of issues of equality, diversity and inclusion.
- To ensure that all customs and practices within the school adhere to the principles stated within this policy
- To ensure that links with the Local Authority are maintained to keep up to date with current legislation and developments with regard to equality and diversity issues.
- To ensure that this policy is implemented effectively and that any contravention will be dealt with under the schools' grievance and bullying and harassment policy, disciplinary policy and complaints policy as appropriate.
- Ensure staff know how to report discrimination, bullying and harassment and ensuring that reporting incident does not result in victimisation.
- Effectively manage and deal promptly with investigating issues relating to potential discrimination including complaints against employees.

- Ensure that all staff are appropriately trained to ensure EDI is understood and applied throughout the school.

Role of Line Managers

- Set a good example by treating all members of the school with dignity and respect
- Address unacceptable behaviour and ensure that all staff act in accordance with the equality and diversity policy providing necessary support and direction,
- Deal with complaints fairly, thoroughly, quickly and confidentially
- Ensure that due consideration is given to equality, diversity and inclusion within their sphere of influence

Role of Employees

- Every employee, irrespective of their job or position within the school, has an individual responsibility to treat others in a fair and non-judgemental manner and to promote positive attitudes and relationships.
- Not harass, abuse, intimidate others and victimise anyone as a result of them having complained about, reported or provided evidence of discrimination
- Individual employees will be held accountable for their actions if they contravene the school's commitment to act as an equal opportunities employer and service provider. Any employee found guilty of unlawful discrimination or harassment will be subject to disciplinary action, including where appropriate, dismissal for gross misconduct.

Equality Information and Objectives

Equality Impact Assessment

As a school, we monitor the impact of this and other policies on students, staff, governors and parents and carers. We assess whether they could have an adverse impact on particular groups, and whether there is potential for them to have a positive impact in terms of equality of opportunity. Our Equality Impact Assessment form is available at **Appendix 1**

Equality Objectives

In accordance with the Equality Act (2010) and our Equalities Policy, we have published a series of Equality Objectives. Our current Equality Objectives (2024-2027) include the following key objectives:

Equality Objective One

To eliminate all forms of prejudice-based incidents towards people who share a protected characteristic and implement an open culture of understanding, acceptance and positivity.

Equality Objective Two

To close the achievement gap by ensuring there is no significant difference in the progress made by pupil premium and SEND learners.

Equality Objective Three

To increase the participation of pupil premium and SENC children in enrichment activities.

Actions to achieve these objectives include:

- Continue to work with a relationship lead and restorative approach
- To celebrate diversity across the school community by developing understanding of protected characteristics.
- To use student, parent, staff and governor voice to work *with* the school community
- Continue to use the Coaching programme to share understanding
- To develop understanding of Peace Education to move towards eliminating structural and cultural violence.
- Promote and actively seek opportunities for equity of provision
- Hold the highest expectations of all students
- Provide a high-quality curriculum that meets the needs of all
- Provide high-quality teaching and learning
- Use Pupil Premium funding to close gaps
- Increase diversity of the staff team
- Set a high standard through personal staff behaviour

Complaints

Any cases of harassment, discrimination, bullying or victimisation will be taken very seriously by the school. Staff who make a complaint of discrimination have the right to do so without fear of victimisation and the school will make every effort to ensure victimisation does not occur and that complaints are dealt with promptly and fairly.

Where an individual feel that they have been treated unfairly in accordance with this policy, they have the right of complaint through the appropriate procedures:

- Where an individual employed by the school feels they have been discriminated against by an employee, manager or governor of the school, they should refer to the school's Grievance and Bullying and Harassment Policy.
- Where an individual is not employed by the school feels that they have been discriminated against by an employee, manager or governor of the school, they should refer to the School's Complaint Policy.
- Students who feel they have been discriminated against by any member of the school community should report this to a member of staff.

Review

This policy will be subject to review in line with changes in employment law and related policies and procedures.

Appendix 1

Equality Impact Assessment

Equality, Diversity, Cohesion and Integration Screening

As a school via the public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of [Equalities considerations](#)

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- The relevance of proposals and decisions to equality, diversity, cohesion and integration
- Whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- Whether or not it is necessary to carry out an impact assessment.

School:	Chair of committee:
Lead person:	Contact number:

1 Title:
Is this a: Policy <input type="checkbox"/> If other, please specify

2 Please provide a brief description of what you are screening

3 Relevance to equality, diversity, cohesion and integration

All the school's policies affect service users, employees or the wider community – city wide or more local. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.

The following questions will help you to identify how relevant your proposals are.

When considering these questions think about age, carers, disability, gender identity/gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).

Questions	Yes	No
Is there an existing or likely differential impact for the different equality characteristics?		
Have there been or likely to be any public concerns about the policy or proposal?		
Could the proposal affect how services are organised, provided, located and by whom?		
Could the proposal affect our workforce or employment practices?		
Does the proposal involve or will it have an impact on <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations 		

4 Considering the impact on equality, diversity, cohesion and integration

If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment.

Please provide specific details for all three areas below (use the prompts for guidance).

- **How have you considered equality, diversity, cohesion and integration?**
(think about the scope of the proposal, who is likely to be affected, equality related information, gaps in information and plans to address consultation and engagement activities (taken place or planned) with those likely to be affected)

<ul style="list-style-type: none"> • Key findings (think about any potential positive and negative impact on different equality characteristics, perception that the proposal could benefit one group at the expense of another)
<ul style="list-style-type: none"> • Actions (think about how you will promote positive impact and remove/reduce negative impact)

5 Governance, ownership and approval Please state here who has approved the actions and outcomes of the screening		
Name	Job title	Date

6 Publishing This screening document will act as evidence that due regard to equality and diversity has been given. For record keeping purposes a copy will be kept on file with a copy of the policy and one with the governor minutes.	
Date screening completed	
Date agreed at Governors	