

Equality and Diversity Policy

1. Purpose

1.1 South View School (SVS) is committed to promoting equality and diversity and promoting a culture that actively values difference and recognises that people from different backgrounds and experiences can bring valuable insights to the teaching and learning environment and enhance the way we deliver our services to our students. We aim to be an inclusive community where diversity is valued, respected and built upon, with the ability to recruit and retain a diverse student body. Within this framework SVS specifically refers to measures it has in place to provide equality of opportunity and the facilities that it can provide to its diverse student body and prospective students.

1.2 SVS is also committed to compliance with relevant equality legislation, appropriate and relevant sections of the Equality Act 2010, Codes of Practice and relevant best practice guidance. This policy pursues and builds on the statutory position to ensure effective policies and practice of promoting equality.

1.3 SVS aims to pro-actively tackle discrimination or disadvantage and aims to ensure that no individual or group is directly or indirectly discriminated against for any reason with regard to accessing its services.

1.4 However, we are also mindful of the provision in discrimination law for the rare circumstances when an organisation may need to justify discrimination rather than have a disproportionate effect. This could be, for instance, where there is a conflict with other legislation that we have to comply with or between service needs. In such circumstances the school is committed to following the required proper assessment and objective justification of any decision in order to demonstrate that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

2. The definition of equality and diversity

2.1 Equality can be described as breaking down barriers, eliminating discrimination and ensuring equal opportunity and access for all groups both in employment and in the supply of goods and services, the basis of which is supported and protected by legislation.

2.2 Diversity can be described as celebrating differences and valuing everyone. Each person is an individual with visible and non-visible differences and by respecting this everyone can feel valued for their contributions which is beneficial not only for the individual but for SVS.

2.3 Equality and Diversity are not inter-changeable but inter-dependent. There can be no equality of opportunity if difference is not valued and harnessed and taken account of.

3. Scope

3.1 This policy applies to students of the school and all those applying to study with us.

3.2 Where our services are provided by external contractors or third parties on the basis of a specification set by the school, these contractors or third parties are responsible for adhering to our Equality and Diversity Policy whilst providing services on behalf of SVS.

3.3 This policy also applies to sub-contractors and the school will monitor the performance of contractors and/or third parties and take all necessary steps to ensure good performance and compliance with appropriate behaviours. However, if any issues become apparent with regards to diversity or equality in relation to any contractor or third party, these will be taken very seriously by the school and raised in the strongest possible terms with the contractor or third party.

4. Policy statement

4.1 We are committed to ensuring

- that students and prospective students are treated fairly in an environment which is free from any form of discrimination
- all student-related policies, practices and procedures are applied impartially and objectively;
- equality of opportunity to all and to provide students with the opportunity to develop and realise their full potential;
- that SVS for Learning and Development works towards achieving diverse student body
- that students of SVS can learn and study in an atmosphere of dignity and respect.

4.2 The Equality and Diversity policy provides a clear framework for translating our policy into action. It outlines the responsibilities of the senior academic staff and teaching and administration staff to comply with the Equality Act 2010 and expresses our strong commitment to its full and active implementation.

4.3 We will not tolerate processes, attitudes and behaviour that amounts to direct discrimination, associative discrimination, discrimination by perception indirect discrimination including harassment (harassment by a third party) or victimisation and bullying through prejudice, ignorance, thoughtlessness and stereotyping.

4.4 We recognise the importance of monitoring, reviewing and reporting on its equality and diversity policy and practice and to measure progress in meeting our policy statement.

5. Practical support for a diverse workforce

5.1 As a teaching provider committed to diversity and equality SVS recognises its success depends on creating a teaching and learning environment which supports the diverse make-up of its staff and students with supporting policies and procedures to create a framework of assistance and support.

6. SVS policies

6.1 All of our policies are designed to promote equal opportunity and protection against discrimination for all students.

7. Review and monitoring

7.1 SVS will undertake monitoring that not only meets statutory requirements but also aims for best practice. This is used to inform and improve our employment and recruitment practices. If through monitoring any discrimination is identified SVS will take corrective action to eliminate it.

7.2 Such monitoring will be carried out using appropriate statistical analysis and would normally deal with areas such as race, disability, gender and age and ensure compliance with legislation.

8. Training

8.1 SVS is committed to ensuring its staff and managers are trained in equality and diversity and aims to ensure that adequate training is provided so that managers are able to operate this policy.

8.2 Diversity and equality forms an integral part of our induction package. Administration staff and Teaching staff will ensure that all new students are made aware of our Equality and Diversity Policy

9. Communication

9.1 Please contact Administration if you require a copy in for those policies.

9.2 The details of this policy will be proactively communicated and promoted to all current staff and new starters.

10. Discrimination

10.1 Discrimination may take seven main forms and is defined in law along with the protective characteristics associated with each provision: -

- Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic. Relevant protected characteristics include age, disability, race, religion or belief, gender, pregnancy and maternity.
- Associative discrimination occurs when someone is discriminated against because they associate with another person who possesses a protected characteristic. Relevant protected characteristics include age, disability, race, religion or belief and gender
- Discrimination by perception occurs when someone discriminates against an individual because they think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic. Relevant protected characteristics include age, disability, race, religion or belief or gender
- Indirect discrimination occurs when a seemingly neutral provision, criterion or practice that applies to everyone places a group who share a characteristic at a particular disadvantage. Indirect discrimination may be justified if it can be shown that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.
- Dual Discrimination occurs when someone is treated less favourably because of a combination of two relevant protected characteristics. Relevant protected characteristic include age, disability, race, religion or belief or gender
- Detriment arising from a disability arises when a person with a disability is treated unfavourably because of something connected with their disability. This type of discrimination is unlawful where the employer or education provider or other person acting for them knows, or could reasonably expected to know, that the person had a disability. This type of discrimination is only lawful if the action can be justified and the employer or education provider can show that is a proportionate means of achieving a legitimate aim arising from a disability.
- Victimisation occurs when a student is treated unfavourably, disadvantaged or subjected to a detriment because they have made or supported a complaint of discrimination or raised a grievance under the Equality Act, this policy or because they are suspected of doing so. (However, a student is not protected from victimisation if they have maliciously made or supported an untrue complaint).

11. Complaints and discrimination

11.1 SVS takes all claims of discrimination very seriously and will take appropriate action against those concerned. Discrimination occurs when someone directly or indirectly treats a person or a group of people unfavourably because of a protected characteristic of age, disability, marriage,

pregnancy and maternity, race, religion or belief and gender. This covers all behaviour - including remarks and insinuation, both verbal and non-verbal - which cause offence.

12. Responsibility

12.1 All staff have a responsibility to guard against any form of discrimination and avoid any action which goes against the spirit of this policy. Staff at all levels must ensure that there is no discrimination in any of their decisions or behaviour. This includes the provision that all staff must:

- report any suspected discriminatory acts or practices;
- not induce or attempt to induce others to practice unlawful discrimination;
- co-operate with any measures introduced to ensure equality of opportunity;
- not victimise anyone as a result of them having complained about, reported or provided evidence of discrimination;
- not harass abuse or intimidate others.

12.2 All staff have a collective responsibility to ensure this policy is successfully implemented. The Principal and some other staff senior are responsible for:

- Providing leadership on the equality and diversity strategy and policy, acting as overall champions to ensure the policy is implemented;
- Communicating the strategy and policy, internally and externally;
- Teaching staff and administrators at all levels are responsible for:
- Implementing the policy as part of their day-to-day management and in applying policies and practices in a fair and equitable way
- Ensuring equality and diversity issues are addressed in performance.
- Ensuring all staff and students act in accordance with the equality and diversity policy providing necessary support and direction;
- Effectively manage and deal promptly when investigating issues relating to potential discrimination,

Each member of staff at SVS is responsible for:

- Implementing the policy in their day-to-day work and their dealings with students
- Ensuring their behaviour is appropriate to the policy and that they treat students with respect and dignity;
- Not discriminating against students
- Notifying their line manager of any concerns with regard to the conduct of other employees, service users, the public or third parties.
- The Principal and some other staff senior are responsible for:
- Developing policy and strategy on equality and diversity;
- Providing guidance to teaching and operations staff;
- Supporting staff in investigating issues relating to potential discrimination,

- Monitoring student policies and practices;
- Facilitating training and development initiatives on equality and diversity,

12.3 Non- Compliance with Policy – We will not tolerate any behaviour from staff or students which breaches our equality and diversity policy. Any such breaches will be regarded as misconduct except for serious offences such as discrimination on protected grounds; serious offences including harassment, bullying, or victimisation will be treated as gross misconduct and may lead to disciplinary action including dismissal from employment without notice or in the case of a student, dismissal from SVS.

Appendix A

Responding to complaints or prejudiced incidents

	Question	Response
	How do I change prejudice and stereotyping that children are learning at home?	<ul style="list-style-type: none"> • Cultivate awareness of their biases • Work to increase empathy and empathic communication • Practice mindfulness and loving-kindness • Develop cross-group friendships in their own lives
	How can teachers at SVS feel confident talking to and teaching pupils about racism and other forms of discrimination?	<ul style="list-style-type: none"> • Clear policy and guidelines • Robust induction • Valuable CPD • Create a safe space for children and young people to ask questions and discuss race and racism • Resources such as https://www.redcross.org.uk/get-involved/teaching-resources/talking-with-children-and-young-people-about-race-and-racism
	How do we deal with derogatory name calling?	<ul style="list-style-type: none"> • Never ignore it • Ensure staff know what to do • Ensure staff understand that the perpetrator should have the unacceptability clearly explained • Have the incident reported to the DSL and logged onto My Concern

		<ul style="list-style-type: none"> Follow Appendix B guidelines for dealing with prejudice-related incidents
	How do we deal with ridicule of an individual for cultural or other differences?	<ul style="list-style-type: none"> Use of racist language by pupils towards each other should not be dismissed as ‘banter’ but tackled assertively with a view to preventing it from happening again Never ignore any attempt to ridicule an individual within school, face to face or online Explain to the perpetrator that verbal or online prejudice abuse will not be accepted Refer offenders to the DSL/or Pastoral teams Record appropriately Follow Appendix B guidelines for dealing with prejudice-related incidents
	How do we deal with a refusal to cooperate because of certain protected characteristics?	<ul style="list-style-type: none"> Explain they should work collaboratively Everyone has the right to be involved in all school activities Restorative intervention with all involved to support greater learning/understanding Refer offenders to the DSL/or Pastoral teams Record appropriately Follow Appendix B guidelines for dealing with prejudice-related incidents
	What do we do if an incident involves a member of staff, visitor or volunteer?	<ul style="list-style-type: none"> Prejudice behaviour from any member of staff towards any pupil, parent or other member of staff will not be tolerated and if it occurs, disciplinary action following the school policy could be taken Staff personal social media accounts require professional conduct at all times
	How do we deal with a case when accusations of prejudice are considered worse than the prejudice itself?	<ul style="list-style-type: none"> A prejudiced based incident is any incident which is perceived by the victim to be prejudice towards an individual due to a particular characteristic All incidents should be recorded and followed up in line with school policies and procedures Anyone accused of prejudice should be supported, responded with compassion, concern and humility as they may be feeling a wide range of emotions themselves (embarrassment, stress, defensiveness) The purpose of recording incidents is not to label pupils but to ensure that prejudicial attitudes and behaviours are dealt with effectively When dealing with an incident, it is important to focus on the perpetrators behaviour rather than the perpetrator themselves
	How do we differentiate between a comment that is unintentionally racist	<ul style="list-style-type: none"> Responses to racist comments should follow school polices and procedures. The effect on the affected party will be the same regardless of intent

	from an intentional racist comment?	<ul style="list-style-type: none"> Any perpetrator should be guided by the school to correct such behaviour Use age-appropriate action
	Are jokes which involve race acceptable on any level?	<ul style="list-style-type: none"> Any joke (even intended as humorous), if perceived by the victim or any other person to be prejudiced towards an individual or group is classed as a prejudiced incident Use of racist language by pupils towards each other should not be dismissed as 'banter' but tackled assertively with a view to preventing it from happening again
	Do we pick up and report everything that is heard?	<ul style="list-style-type: none"> This concern highlights the importance of ensuring that both pupils and staff have the appropriate training and education so that they understand acceptable and unacceptable behaviour and what will happen when prejudice-related incidents take place Once this is in place and regularly updated on My Concern, the number of incidents may rise initially as staff and pupils are aware of prejudice however there is likely to be a decrease as they see the effects of the recording system and understand that incidents will be dealt with seriously.
	<p>What resources are there available to support the teaching of bias?</p> <p>*always check content of sites before sharing with pupils</p>	<ul style="list-style-type: none"> TED talk link The Race https://www.youtube.com/watch?v=h7mzi0cVL0Q https://www.youtube.com/watch?v=BUB3MGWT3xo https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/ http://worldofinclusion.com/resources/ https://en.unesco.org/themes/inclusion-in-education/resources https://www.theblacknurserymanager.com/ https://www.schoolsinclusionalliance.co.uk/ https://theblackcurriculum.com/
	How do we involve parents	<ul style="list-style-type: none"> Encourage engagement with SVS through workshops and parent meetings Be open about the areas of change that are in progress Invite parents to have their say
	How do we deal with parents who resist the changes SVS wishes to make with regards to responding to prejudice-related	<ul style="list-style-type: none"> Be open and honest about what changes need to be made, why they are needed and the steps taken by SVS Ensure changes are a whole school approach Ensure parents have a forum to express opinions and reasons
	What if an incident is described as a 'one off' incident?	<ul style="list-style-type: none"> It is difficult to tell if an incident is a one off or a repeated incident if there is no recording being done which is why it is imperative that all incidents are recorded

		<ul style="list-style-type: none"> • Allowing perceived one off incidents to go unrecorded, not only fails the perpetrator but also fails to provide a safe and positive environment for all staff and pupils • It is important to recognise that the intention behind an incident might be difficult to establish immediately without making assumptions about the incident and bringing in our own biases.
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Appendix B

Guidelines for dealing with prejudice-related incidents

- Treat the issue seriously - remember that some one's perception is their reality at the time and incidents should not be dismissed and ignored.
- Respond immediately - acknowledge that the incident has happened, express disapproval at the prejudice - related behaviour and offer support to the target of the incident.
- Reinforce the school's position on discrimination and prejudice .
- Focus on the perpetrator's behaviour, rather than the person, making sure that they know that the behaviour is not acceptable.
- Ensure that witnesses know what behaviour is not acceptable and the reasons why.
- Inform relevant members of the senior management team and inform parents/carers if necessary.
- Ensure that both perpetrator and target have a fair hearing and are given the opportunity separately to fully explain the incident, ensuring privacy for discussion, and using a calm and non - confrontational approach.
- Address underlying issues, for example, an incident may not be prejudice - related in origin, instead it might be a dispute over resources in which prejudice - related abuse has been used; in which case the original issue should be resolved as well as the unacceptable behaviour that made it a prejudice - related incident.
- Approach witnesses for written statements to inform the investigation.
- Bring both parties together to give them a chance to be involved in resolving the situation.
- Ensure that all parties understand what is being done to address the incident and the reasons behind this.

- Ensure the prejudice is dealt with - this requires an ability to explain why the incident was prejudice - related if the investigation proves it to be. If the incident is proven not to be prejudice - related, ensure that the reasons why are explained to all parties involved.
- Ensure that actions taken are in line with the relevant policies in place at the school.

Longer Term Response:

- Agree follow up meetings with the perpetrator and target after an agreed time period, for example, one or two weeks, to inform them of further actions taken and provide opportunities for additional support if required.
- Provide relevant training/programmes of education on prejudice and discrimination.
- Give the perpetrator the opportunity to take responsibility for their actions and to take action to try to repair the harm that they have caused.
- Work with other agencies and the community to foster good relations within the school.
- Share incident monitoring reports with staff to ensure relevant discussion and development of good practice.
- Reinforce the school's position on equality and diversity.
- Targets and parents have a right to refer cases to the police and all parties have a right to appeal to the Governing Body.



This process will be reviewed at least once a year. Updates to this process will be at a minimum reviewed and approved by the Headteacher and Principal.

