

Box Hill School Equality, Equity and Diversity Policy

What is equality and diversity?

Equality and diversity is the concept of accepting, and promoting, people's differences. The fundamental goal when promoting equality is to raise awareness and make sure that all individuals are treated equally and fairly. This is regardless of their age, gender, gender reassignment, religion, disability, sexual orientation, pregnancy and maternity, race, or belief (or no religion or belief).

Our goal is to create an inclusive environment – a safe place without prejudice – where students have the opportunity to thrive. Successfully teaching and raising awareness of diversity works to highlight individual characteristics and traits that make people unique rather than different.

Young people need to have an understanding of equality and human rights. This knowledge helps them to understand how they should be treated and how to treat others. When we promote equality and teach these topics, we create a safe environment for students to challenge, discuss, explore, and form lasting values, morals, and opinions.

When students are taught to respect diversity, they gain knowledge and understanding that can help them to improve relationships, tackle prejudice, and make positive decisions throughout their lives. In today's challenging and diverse society, we must instil young students with positive and open-minded attitudes.

We recognise that equity is also a key word which emphasises that not everybody starts from the same place and that equality of opportunity should be impartial and fair to all.

Staff

To do this, Box Hill School recognises that staff must also;

- Feel safe and free from prejudice
- Value equality and diversity
- Role-model behaviours which outline the goals listed above
- Appreciate the need for continued vigilance regarding this topic

Key principles

1. All students are equal

Although this is an important principle, this doesn't mean everybody in the classroom is treated the same. Occasionally, it means that people require extra help so that they are provided with the same opportunities and outcomes as others. The School has an on-going duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils.

Other policies such as SEN and Curriculum expand on this point.

2 Differences are respected, recognised, and valued because diversity is a strength.

All differences are taken into account as we work hard to eliminate the disadvantages and barriers with which some people are faced. These differences may relate to ethnicity, gender, faith, disability,

or sexual orientation. We believe that diversity is a strength, and it should be celebrated and respected by all the School's students, teachers, and visitors.

3. Positive relationships and attitudes are fostered throughout the School.

Students, staff, and visitors will benefit if we actively promote mutual respect and positive attitudes between communities and groups that differ from one another.

4. A shared sense of belonging and inclusion is encouraged in the classroom.

We want all members of the School community to share a sense of belonging in both the School and the wider community. This will help each individual to feel respected as an individual and to respect one another. This feeling of mutual respect makes it easier for students to participate in School life fully.

5. We actively observe and promote equalities practised for our staff.

All School policies and procedures are designed to benefit all employees and potential recruits in every aspect of their work. These procedures are active throughout a member of staff's career, from recruitment and promotion, through to personal development.

6. We have the highest expectations for all our students.

We believe that all pupils can achieve good progress and attain their highest potential.

7. We work hard to raise standards for all our students, especially those most vulnerable.

It's part of our School's ethos to improve the quality of education throughout the most vulnerable groups of students. This helps to raise the standards throughout the whole School while actively promoting inclusion and respect.

8. We challenge stereotyping and prejudice.

In our School, all incidences of prejudice-based bullying are reported and challenged. This includes racism, homophobia, ageism, transphobia, sexism, misandry or the bullying of somebody due to a special educational need or disability. We also actively challenge gender-based and any other stereotypes than are causing concern.

The school operates a zero-tolerance approach to these matters.

To promote equality and diversity in our School, we:

- Challenge negative attitudes amongst students.
- Avoid stereotypes in curricular resources and examples.
- Set clear rules regarding how people treat each other.
- Treat all students and staff equally and fairly.
- Create an all-inclusive environment for students and staff.
- Actively use resources that have multicultural themes.
- Work to promote multiculturalism in lessons.
- Create lessons that reflect and promote diversity in the classroom.

- Make sure that all students have equal access to participation and opportunities.
- Use a variety of assessment methods.
- Use a range of teaching methods.
- Ensure that all procedures and policies are non-discriminatory.
- Make sure that classroom materials never discriminate against anyone and are accessible to all even if this means adapting to audio, large print, or video.

The Equality Act 2010 (see <https://www.legislation.gov.uk/ukpga/2010/15/contents>)

The Equality Act has been active since 1st October 2010. It combines more than 116 different pieces of legislation into one single Act. This Act was developed to provide a legal framework that protects the rights of individuals and promotes equal opportunities for all U.K. residents.

The Equality Act 2010 provides Britain with a discrimination law that protects individuals from being mistreated and encourages a more equal and fair society.

The Equality Act includes nine characteristics that must be considered when promoting diversity and equality in the classroom:

Age.

Disability.

Gender reassignment.

Marriage and civil partnership.

Pregnancy and maternity.

Race.

Religion or belief.

Sex.

Sexual orientation.

These characteristics can act as a point of reference as we plan lessons and create source materials to encourage equality and fairness in all teaching.

This policy should be read in conjunction with our other policies on equality such as access, disability, SEN etc

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Appendix A

Checklist of questions for teachers on equality and diversity in the classroom:

Lesson Planning

- Have you incorporated a range of learning styles into your planning?
- Is the diversity of your students reflected in your lesson plans?
- Is your learning environment set up to be accessible to all students?
- Is the language in your learning materials non-racist/sexist/discriminatory?
- Do you review your resources/lesson plans regularly?

Policies and Procedures

- Have you provided clear instructions on how people should be treated?
- Are all staff and students treated equally?
- Do your teaching staff represent minority groups?
- Do any School policies and procedures discriminate against anybody?
- Are negative attitudes actively challenged?

Lesson Delivery

- Do you provide immediate support for all students in need of extra help?
- Do you create and promote an all-inclusive environment for students and staff?
- Do you utilise a range of assessment methods?
- Do you provide a range of teaching methods?
- Do you promote multiculturalism in lessons?

Resources

- Are your teaching resources adapted into audio/braille/large print wherever necessary?
- Do your resources use multicultural themes?
- Do you actively avoid using stereotypes in classroom resources and examples?
- Do all students have equal access to participation and opportunities?

Classroom activities to promote equality and diversity

- Do you strive to include diversity in your various teaching methods?
- Do you actively reference and use examples from different traditions, cultures, and religions?
- Are you doing your best to challenge society's stereotypes?