

# Equality, Diversity, and Inclusion Policy



## King Henry VIII 3-19 School Ysgol 3-19 Brenin Harri'r VIII

We believe in the limitless capacity for everyone to achieve great things.

Effective from: September 2023  
Approved by Governors: July 2023  
Next Review Due: July 2025

## **1. Introduction: The School Vision**

At King Henry VIII 3-19 School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers receiving services from the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At King Henry VIII 3-19 School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **2. Background: Our School**

King Henry VIII 3-19 School is a new school with 1363 pupils on roll, 663 males and 700 females, including 123 in the Sixth Form as of September 2023. There are 68 full-time equivalent teaching staff, and 35 full-time equivalent educational support staff at the school. In September 2023, 290 pupils are eligible for free school meals. 266 pupils are on the Additional Learning Needs register. (Universal plus and targeted and IDPs). Around 13 pupils come from homes where Welsh is spoken and around 586 from homes where English is the main language (where parents and carers have chosen to report this information). There is not a significant ethnic mixture in the school population, and the vast majority would consider themselves as White, Welsh/British.

## **3. Equality, Diversity, and Inclusion**

### **What is equality?**

At its core, equality means fairness: we must ensure that individuals, or groups of individuals, are not treated less favourably because of their protected characteristics. Equality also means equality of opportunity: we must ensure that those who may be disadvantaged can get the tools they need to access the same opportunities as their peers.

### **What is diversity?**

Diversity is recognising, respecting, and celebrating each other's differences. A diverse environment is one with a wide range of backgrounds and mind-sets, which enables an empowered culture of creativity and innovation. Diversity recognises that, though people have things in common with each other, they are also different in many ways.

### **What is inclusion?**

Inclusion is where differences are seen as a benefit, and where perspectives and differences are shared, leading to better decisions. Inclusion means creating an environment where everyone feels welcome and valued. An inclusive environment can only be created once we are more aware of our unconscious biases and have learned how to manage them.

Inclusion at King Henry VIII 3-19 School is an active process that aims to make people feel welcome and accepted, especially those that are socially excluded, marginalised or under-represented. It is about encouraging participation so that everyone feels valued, respected, and involved, thereby fostering a sense of belonging. It strengthens cultural relations and supports trust between people across the school community.

## **4. Discrimination**

### **What is discrimination?**

Discrimination whether direct or indirect is a barrier to equality, diversity, inclusion, and human rights. Unjustified discrimination is where decisions are made (whether consciously or not) that favour certain groups or individuals and therefore disadvantage others, because of particular characteristics they have no control over.

Discrimination does not necessarily occur because of a conscious decision. There are subtle and unconscious ways of unjustifiably discriminating. For example, making assumptions about a person's capabilities; characteristics and interests and applying requirements, conditions or criteria without considering whether they advantage or disadvantage particular groups.

Stereotypes, which are negative assumptions applied to whole groups of people, have real potential to lead to unjustified discrimination and so should be very carefully examined and if necessary, challenged. Stereotypical and potentially offensive language and terminology should be avoided and challenged if identified.

#### **Positive discrimination and positive action**

Positive discrimination: Treating one person more favourably than another purely because of a protected characteristic is generally prohibited, unless a strict requirement applies, for example a person's disability. This may include making reasonable adjustments to remove any disadvantage that a member of staff, or pupil, may be facing.

Positive action aims to promote equality by improving outcomes for groups who are under-represented or disadvantaged. For example, by specific encouragement to engage with opportunities, including those that provide enrichment and are extra-curricular in nature.

### **5. The Legislative Background**

The Equality Act (2010) protects people from discrimination, victimisation, and harassment on the basis of the following characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (protection against direct discrimination only)
- Pregnancy and maternity
- Race
- Religion or (non-) belief
- Sex
- Sexual orientation

This Equality, Diversity and Inclusion Policy is a requirement of the Welsh Public Sector Equality Duty. We have 16 regulations in Wales, and the School Equality Plan is designed to set out how we will meet the duty and regulations and continue to improve our equality performance via our Equality Objectives. The school also respects the rights of Welsh speakers and learners (staff, pupils, and parents) to use the language as covered by the Welsh Language Measure 2011.

Under the Equality Act, the school will therefore work towards:

1. Eliminating unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
2. Advancing equality of opportunity between people who share a relevant protected characteristic and those who do not
3. Fostering good relations between people who share a protected characteristic and those who do not

The school will achieve this through having due regard for advancing equality, by removing or minimising disadvantages suffered by people due to their protected characteristics and taking steps to meet the needs of people from protected groups where these are different from other people.

#### **United Nations Convention on the Rights of the Child (UNCRC)**

A Rights Respecting School recognises achievement in putting Children's Rights at the heart of a school's planning, policies, practice and ethos. It not only teaches about children's rights within the United Nations Convention on the Rights of the Child, but also models rights and respect in all its relationships between teachers and pupils, between parents and between pupils.

The UNCRC has 42 articles and covers many areas to ensure children and young people are safe, protected from discrimination, have the things they need to survive and develop and have a say in decisions that affect their lives. In becoming a "Rights Respecting School" and by embedding children's rights within the strategic equality plan, schools are supporting equality and fairness for all children and young people and strengthening pupil wellbeing.

As a new school that is opening in September 2023, King Henry VIII 3-19 School's Strategic Equality Plan will be co-constructed with school staff when the school is opened. The plan will be developed to set out exactly how the school aims to meet its commitment to equality and how it will meet its legal obligations, ensuring the rights of children and young people as set out in the United Nations Convention of the Rights of the Child (UNCRC).

## 6. School Aims

The aim of this policy is to ensure that in carrying out its activities King Henry VIII 3-19 School will have due regard to elimination of unlawful discrimination, harassment and victimisation. We recognise it is our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users. The school has already established inclusiveness and equality through its structures, policies, practices and support specifically for pupils and staff. The approach of the school is designed to promote, support and ensure equality.

This policy protects the following people:

- School governors
- Pupils
- Staff employed on a full time or part-time basis
- All permanent or temporary contracts
- Agency staff
- Casual workers

As a school we are committed to advancing equality of opportunity across all the activities of the school between different groups. Encouraging good relations between people of a diverse background. When implementing this policy, the School will specifically aim to:

- Develop and promote a culture of equality and diversity throughout the school
- Develop and promote a culture of dignity, courtesy and respect
- Achieve respect for the human rights of all our pupils and staff
- Successfully prevent all forms of unlawful discrimination and tackle barriers which could lead to unequal outcomes for identified groups of pupils and staff
- Deal with all forms of discrimination consistently and effectively
- Ensure that the Strategic Equality Plan influences and informs the ethos of the School

## 7. School Objectives

### Overarching Equality Objectives

As a school community, we will

- Promote equal opportunities between all people and take steps to achieve equal outcomes for people with a 'protected characteristic'
- Create an environment that encourages respect for all, provides equity of access for all pupils and prepares pupils for life in a diverse society
- Promote attitudes and values that will challenge discriminatory behaviour, or prejudice
- Encourage the participation of all people in public life
- Use contextual data to improve the ways in which we provide support to individuals / groups of pupils
- Monitor achievement data according to the various 'protected characteristics' (EAL, FSM, LAC, ALN, and MAT) and take action to address any gaps
- Provide opportunities for pupils to appreciate their own culture and celebrate diversity in other cultures

- Set pupils and staff challenging targets as part of the Assessment, Reporting and Recording cycle and continued professional development
- Seek to involve parents/carers in supporting the learning of their children
- Include approaches to teaching and learning that are based upon the growth mindset, that are appropriate for the school community, and that encourage inclusiveness

### **Race Equality**

The general and specific duties of the school as detailed in The Race Relations Act 1976 and as amended in The Race Relations (Amendment) Act 2000. The General Race Equality Duty requires us to have due regard to the need to eliminate racial discrimination, promote equality of opportunity and good relations between people of different racial groups.

As a school, we will:

- Assess the impact of our policies on pupils, staff and parents by ethnicity
- Monitor the impact of our plans and policies on pupils, staff and parents towards raising the achievement of minority ethnic groups

### **Disability Equality**

The Disability Discrimination Act 2005 defines a disabled person (child or adult) as someone who has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The definition includes people with:

- Cancer
- Epilepsy
- HIV
- Multiple Sclerosis
- Sensory impairment
- Mobility difficulties
- Mental health conditions or learning difficulties/disabilities

In line with the Disability Discrimination Act we will:

- Promote equality of opportunity between disabled people and other people
- Work to eliminate discrimination and harassment of disabled people that is related to their disability
- Promote positive attitudes to disabled people
- Encourage full participation of disabled people in public life and the life of the school
- Take steps to meet the needs of disabled people, even if this requires favourable treatment

### **Gender Equality and Sexual Orientation**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender or sexual orientation, to promote equality of opportunity between male and female pupils, women and men and transgender people. The Equality Act (Sexual Orientation) Regulations 2007 makes discrimination unlawful in the area of goods, facilities and services on the grounds of sexual orientation. This includes admissions, benefits and services for pupils and the treatment of pupils.

As a school, we will:

- Raise awareness of the law and celebrate diversity, supporting the elimination of discrimination and harassment on the grounds of sex, gender reassignment and sexual orientation
- Promote equality between men and women

## **8. Roles and Responsibilities**

The school regards equality for all as a responsibility for all. All members of the school community are expected to behave with dignity, courtesy and respect and to act in a manner that does not unlawfully discriminate at all times. Any discriminatory incidents will be acknowledged, investigated and appropriate

action taken. The school operates a zero-tolerance approach to all types of discriminatory behaviour and bullying.

### **The Governing Body**

The Governing Body is fully committed to ensuring equality and diversity and complying fully with the Equality Act (2010). It will therefore support the school in further developing its inclusive practice by

- Ensuring that people are not discriminated against when applying for jobs at our school
- Supporting measures that improve accessibility to the school environment
- Ensuring communication with the school community is as inclusive as possible
- Promoting applications to the school regardless of socio-economic background, race, gender or disability
- Ensuring no child is discriminated against while in the school on account of their race, sex, gender, socio-economic background or disability
- Designating a member of the governing body to have oversight of the school's Strategic Equality Policy and its implementation

In order to meet its reporting responsibility, the governing body will report upon Equality, Diversity and Inclusion within its annual report to parents/carers.

### **The Headteacher**

The Headteacher ensures the Strategic Equality Plan is effective in promoting equality and eliminating discrimination across the school community, being supported by the Governing Body in doing so. The Headteacher

- Provides leadership in the operation and implementation of the Strategic Equality Policy and Plan
- Ensures all staff are aware of the school's equality aims and objectives
- Ensures all staff are aware of their responsibilities under the equality Act (2010) and are provided with appropriate training and support
- Takes appropriate action in any case of unlawful discrimination
- Allocates the day-to-day coordination for the implementation of the Strategic Equality Policy to a member of the Senior Leadership Team

### **The Senior Leadership Team (SLT)**

The SLT promote respect within all aspects of school life and equal opportunities when developing the curriculum. They will support the headteacher in ensuring that staff are aware of the school's equality objectives and their responsibilities under the equality Act (2010). A designated member of the SLT will have responsibility for the operation, management and coordination of the Strategic Equality Policy and Plan and will be supported by SLT and the governing body in this role. They will

- Devise and recommend policies, procedures and action plans to ensure that all legislative requirements are met and best practice adopted
- Collect and review data in relation to the protected characteristics and the Welsh Language relating to pupils and staff
- Review policies and procedures in relation to compliance with the Equality Act 2010 and to make changes as appropriate
- Advise on the provision of appropriate equality training and awareness-raising in relation to all equal opportunities and diversity matters
- Ensure that all appointment panels are aware of this policy and give due regard when it comes to employment or training opportunities
- Ensure appropriate training for pupils, staff and governors on the Equality Act 2010 and any relevant equality and diversity issues
- Review the Strategic Equality Policy annually and advise the Governing Body of any matters with regard to the policy

### **School Staff**

All members of the school staff contribute to making our school a fair, just and cohesive community. Staff ensure all pupils are treated fairly and with respect in line with the school vision for Equality, Diversity and Inclusion. They

- Support the aims and objectives set out within the schools' Equality, Diversity and Inclusion Policy
- Treat all members of the school community fairly and with dignity and respect
- Encourage non-discriminatory practices, making use of suitable materials in lessons which provide positive images based on 'protected characteristics'
- Report any incidents of prejudice or discrimination to a member of SLT so that they can be recorded
- Undertake appropriate equality and diversity training as required

### **Pupils**

We aim to develop a culture of inclusion and diversity in which all pupils feel proud of their identity and are able to participate fully in school life. Pupils should

- Engage positively with school-based activities that raise awareness of equality, diversity and inclusion
- Encourage non-discriminatory behaviour and report any incidences of prejudice
- Adopt the school's values based upon tolerance, acceptance and understanding, both within and outside of school

### **Parents/Carers**

We would hope that parents/carers model behaviours that promote equality, diversity, inclusion and that respect people's human rights. We therefore ask that parents/carers

- Support the school in the promotion of values based upon tolerance, acceptance and understanding
- Encourage children and young people to act with dignity, courtesy and respect both within and outside of school

## **6. Information Gathering and Engagement**

### **Purpose and Process**

The collection of information is crucial in helping the school to decide what actions to take to improve equality and eliminate discrimination within the school community. Engagement is based on the information gained about representation of different groups. We aim to do this as fully as possible while recognising issues of sensitivity in relation to the different 'protected characteristics'.

### **Types of Information Gathered**

A wide range of information is gathered to support our planning and inform actions that promote equality and inclusion. They include the following:

- Views of pupils, parents/carers, staff and governors
- Pupil attainment and progress data relating to different groups
- Exclusion data and behaviour referrals by group
- Records of incidents of reported bullying and discrimination
- Data relating to the recruitment, development and retention of employees
- Attendance at and choices of extra-curricular clubs
- Outcomes of additional support and interventions
- Responses of pupil and parental surveys
- Outcomes of listening to pupil activities

### **Engagement**

The school engages regularly with all stakeholders, involving them in consultation that shapes school practices. Stakeholders include pupils, parents/carers, staff, governors and other school users. We take into consideration the preferred method of communication for those with whom we are consulting, and as part of our information gathering process we have identified a number of individuals and groups who can support us in gaining the bigger picture in relation to the way our policies and practices affect pupils and staff with 'protected characteristics'.

They include:

- Pupils who require additional support (ALN, FSM, LAC, EAL)

- Pupils who have been identified through work with our Pastoral Support and Inclusion Teams
- Parents/Carers who have children at our school with an IDP / Statement of Special Educational Need
- Representatives from our Multi-Disciplinary group who support pupils and families with challenges, to include agencies that support Young Carers of families where the parent has a disability
- Members of staff who have an identified challenge / 'protected characteristic'
- Representatives from agencies that support families with adults and children, such as SNAP Cymru, Careers Wales, Gwent Ethnic Minority Services (GEMS) and SENCOM
- Feedback from the School Council, PALS and Wellbeing Ambassadors
- Feedback at Governing Body meetings
- Feedback from whole staff meetings and Departmental Reviews (including data analysis)

### **Confidentiality**

Any information disclosed to the School in relation to equality and diversity issues will be kept strictly confidential in accordance with legislative requirements.

## **7. Monitoring, Review and Evaluation**

The impact of policy objectives and subsequent actions are reviewed annually as part of the school's self-evaluation processes and in line with legislative requirements. This involves the Governing Body, Headteacher, staff and pupils. The review of the Equality, Diversity and Inclusion Policy will include an assessment of the impact on pupils and staff and other people with 'protected characteristics' who use our school, taking into account evidence from Estyn Inspection findings and any independent reviews that take place. The outcomes of this analysis will inform future planning so that the school can continue to secure positive outcomes in relation to equality and inclusion.

The school reviews the Equality, Diversity and Inclusion Policy in its entirety, along with its Equality Plan every three years.

## **8. Training and Awareness Raising**

### **School Staff and Governors**

Equality Act (2010) and Equality, Diversity and Inclusion awareness raising and training will be provided for all staff and governors as part of a structured training programme. Staff will be made aware of any additional professional learning opportunities relating to these areas, as they become available.

### **Pupils**

Information will be provided to all pupils in order to raise awareness of equality and diversity and the contents of this policy through assemblies, appropriate lesson context and the school's PSHE and RSE programmes of learning.

## **9. Publishing and Reporting**

King Henry VIII 3-19 School will provide a copy of its Equality, Diversity and Inclusion Policy and Equality Plan when co-constructed with staff via the school website. Hard copies will be made available from the school on request.

The Governors' Annual Report comments upon the progress made in relation to implementing the Equality, Diversity and Inclusion Policy and its impact upon the ethos and practices within the school.