



Equality, Diversity & Inclusion Policy

Staff reviewer:	Scrutinised by link Governor:	Date signed off at Committee:	Date approved at Board:	Next review date:
<i>Kerry Burnham</i>	<i>Pete Vukusic</i>	<i>23.05.23</i>	<i>NA</i>	<i>May 2027</i>

1 Purpose

- 1.1 The purpose of this policy is to establish guidance regarding Equality, Diversity and Inclusion by stating key principles, outlining structures and describing monitoring arrangements.
- 1.2 The School intends to fulfil its public sector duty by complying with current equality legislation and will ensure that all people are treated with dignity and respect regardless of their individual characteristics, including but not limited to protected characteristics.
- 1.3 Our aim is to create a welcoming and inclusive teaching, learning, working and social environment for all our students, staff and visitors in which discrimination is eliminated and diversity is celebrated.
- 1.4 Through the School culture we aim to educate, inform and nurture best practice and behaviour in relation to Equality, Diversity and Inclusion amongst staff and in our student body.

2 Definitions

Disabled person – A person with "a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day-to-day duties." Equality Act 2010

Protected Characteristics: age, disability, gender, pregnancy or maternity, marriage or civil partnership status, race, religion and belief, sexual orientation or transgender status.

Equality: valuing all people equally and treating them fairly.

Diversity: having people with different characteristics and backgrounds within the organisation.

Inclusion: having policies, practices and behaviours which enable all members of the community to join in and feel valued.

3 Policy – Principles and Structures

- 3.1 We believe that all people are of equal worth and entitled to equal human rights.
- 3.2 The School believes that the diversity of its membership both enriches the teaching and learning experience and creates a welcoming working environment for its staff and students.
- 3.3 Exeter Mathematics School (EMS) is committed to both eliminating discrimination and encouraging diversity within our community. Whilst it is our aspiration that our students and staff are fully representative of the community we serve, we recognise that our small size (30 members of staff) makes achieving this impractical.

- 3.4 As an employer, we oppose all forms of unlawful and unfair discrimination. All employees, whether part-time, full-time or temporary, must be treated fairly and with respect. Selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All employees should be helped and encouraged to develop their full potential.
- 3.5 Equal and fair treatment and protection from discrimination is a fundamental human right. The School believes that all forms of prejudice and discrimination are unacceptable. All School staff and students are expected to consider their behaviour and demonstrate respect for others.
- 3.6 The application of the principles of Equality, Diversity and Inclusion leads to best practice in education, in which fairness of opportunity for students is a basic right. This policy is therefore underpinned by the following values, observation of which will reduce barriers to learning:
- equality as the basis of social justice;
 - active challenges to stereotypes, prejudiced attitudes and discriminatory behaviour;
 - acknowledging and celebrating diversity;
 - respect for others regardless of visible and non-visible differences;
 - neutral language concerning protected characteristics;
 - compliance with legislation;
 - commitment to inclusive education by ensuring that the principle of diversity informs all our activities;
 - support for all students to develop their full potential by recognising the individual not the differences between groups of people who share protected characteristics;
 - accountability of School staff and students for compliance with this policy
- 3.7 Students have a 'Code of Conduct' to which they should adhere. It explains why they should and how they can behave and communicate in a respectful way to all.
- 3.8 Staff and governors all take part in Equality and Diversity training which is updated regularly: governors will complete training at the commencement of each new term of office and staff will engage in Equality, Diversity and Inclusion activities on an annual basis. They should endeavour to use neutral language which does not imply value judgements when referring to the protected characteristics. This applies whether the language is spoken, written, electronic or published. This is because use of language can imply attitudes which could be interpreted as negative or discriminatory. Staff should take care to demonstrate respect and be mindful of inappropriate references which may, albeit unwittingly, give offence to people who are members of groups which have historically been subject to bigotry or discrimination.
- 3.9 In recognition that prejudices can take a variety of forms depending upon the group against whom they are directed, we are setting out a standard, for each of the protected characteristics.
- 3.9.1 Age
The School is committed to ensuring that all staff are treated fairly irrespective of their age. Age will not be a consideration in any decisions made concerning staff recruitment and selection, opportunities for promotion or training, appraisals, discipline or capability procedures or selection for redundancy.

3.9.2 Disability

We recognise that disabilities take many forms, both hidden and visible and welcome the definition of a disabled person as set out in the Equality Act 2010. Our aim is to continue to identify and work towards dismantling barriers which exist for disabled people, enabling them to access as fully as possible all educational and employment opportunities. This commitment extends to the parents of students; we will, for example, book sign language interpreters to enable deaf parents to be fully involved in school events and meetings.

3.9.3 Gender

We recognise that discrimination, whether direct or indirect, based on a person's gender is unjust and it will not be tolerated. We are also mindful of wider issues relating to the gender pay gap, the under-representation of women in senior posts in STEM and gender segregation in employment. We are committed to promoting gender equality in all our functions.

We will be proactive in encouraging more female students to apply to the school and pursue careers in Mathematics and closely related subjects whilst being careful not to discourage male applicants. We are mindful that this is a national challenge but are committed to working with others towards gender parity.

3.9.4 Pregnancy and Paternity

We will not treat pregnant staff or students less favourably or discriminate against them on the grounds of their pregnancy or paternity status. We will develop a framework within existing policies to provide support.

3.9.5 Race

The School will work to eliminate racial discrimination and harassment. As part of our commitment to monitor this progress we will keep a record of all reported racially motivated incidents. We will actively promote understanding and good relations between members of different ethnicities and will promote tolerance and respect for all races, whether or not they are represented within the school. We encourage and expect all School staff and students to evidence this commitment in their teaching and learning. We will monitor our student intake and staff profile and aim to ensure we maintain a diversity which is representative of the community.

3.9.6 Religion and belief

The School does not promote any particular religion or belief but welcomes religious and cultural diversity in its community and wishes to treat everyone's views with dignity and fairness. We therefore uphold the principle that there is a human right to freedom of thought, belief and conscience. Atheists, humanists, agnostics and those of no belief have an equal right to respect for their beliefs or absence of belief as do religious adherents. The right to manifest any thoughts and beliefs are, however, qualified by the need to protect the rights and freedoms of others.

We recognise that scientific theory, models and facts may conflict with beliefs held by some of our students or staff, particularly when discussing origins of the universe, evidence, proof and truth. As a school we are committed to open and honest debate within a framework of mutual respect, empathy and inclusion. Staff strive to ensure that students do not become or feel ostracised or belittled because of their beliefs.

The School acknowledges that some general holidays are based around the Christian calendar and that some holy days of other religions may coincide with timetables.

Students should inform their tutor at the beginning of their course of any request for reasonable accommodations. Staff whose recognised holy days coincide with their work should consult the Pastoral Leader. In addition, where practicable during breaks, facilities can be booked for activities to meet the religious and cultural needs of staff and students on the understanding that other School staff and students are neither pressurised to join in nor made to feel excluded.

3.9.7 Sexual orientation

We welcome the opportunity afforded by legislative changes to ensure practices are equal and fair for the protected characteristic of sexual orientation, including but not limited to those commonly known as bisexual, gay, heterosexual and lesbian. We will tackle discrimination and promote equality for all orientations of staff and students, in relation to policy, practice and School ethos.

3.9.8 Transgender

The School recognises gender differences and individuality and that there can be differences between physical characteristics of sex and gender identity. We welcome the opportunity to ensure practices are equal and fair for the protected characteristic of gender reassignment as defined in the Equality Act 2010. We will not discriminate against people on the grounds of gender reassignment at any stage in the process, whether commenced, partial or complete, nor will we discriminate due to perception or association. We will take positive steps to combat unlawful discrimination and harassment on these grounds.

3.9.9 Inclusion of others

We recognise that members of our community may have characteristics which are not protected but may nevertheless cause a barrier to participation. The School will take steps to include all members of our community; for example, arranging for translation services for parents of who have little or no English.

4 Implementation

4.1. Setting targets

The School will set annual targets with clear milestones in an action plan for implementing Equality, Diversity and Inclusion progress. The annual action plan will be considered and endorsed by the Governing Body. The impact of our Equality, Diversity and Inclusion initiatives will be monitored through measures such as:

- teaching and learning observations;
- feedback from students and staff by means of surveys or other measures of attitudes and opinions;
- community monitoring by working in collaboration with local independent organisations;
- analysis of complaints and incidents arising under the racist incident procedure;
- inspection by Ofsted and other quality assurance bodies;
- staff and student involvement/participation strategies
- collecting and using data and information to evaluate Equality, Diversity and Inclusion progress in our provision on student admission, retention, progress and achievement;

- analysis of recruitment and selection monitoring forms.

4.2. **All staff**

It is the responsibility of the whole institution of EMS to ensure that Equality, Diversity and Inclusion is at the heart of our functions and services. All staff have a responsibility to:

- fulfil our public sector duty to advance Equality, Diversity and Inclusion;
- challenge discriminatory incidents, reporting those of an equality nature through our procedures;
- keep up to date with legislation and participate in training and learning opportunities;
- reflect the values, principles and standards described in this policy in all our School activities.

4.3 In addition to these general responsibilities the School Leadership Team and Governors have a requirement to carry out their specific Equality, Diversity and Inclusion roles and responsibilities as outlined below

4.4. **The Board of Governors**

The Board is responsible for implementing the Equality, Diversity and Inclusion Policy and ensuring that it complies with current statutory requirements. The Board have responsibility for ensuring that EMS complies with the requirements of the Equality Act including the specific duties to publish diversity data and Equality Objectives and the general public sector duty to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and those who do not;
- foster good relations between people who share a protected characteristic and those who do not;

4.5 The **Chair of the Governing Body** and the **Headteacher** are responsible for ensuring that the full Board receives appropriate Equality, Diversity and Inclusion training. Governor training will be the subject of ongoing monitoring and reports to the Full Governing Body as one of the key elements of the Governing Body's self-assessment and evaluation process.

4.6 **Pastoral Leader**

The Pastoral Leader provides statutory direction to support strategic implementation and delivery of initiatives. They are also responsible for ensuring that tutors promote knowledge and understanding of Equality, Diversity and Inclusion. They should make sure that all tutors are aware of the School's Equality, Diversity and Inclusion Policy and current equality initiatives and should encourage tutorial delivery which contributes to:

- preparing students for living and working in a diverse, multicultural society;
- maintaining the School as a safe place which does not tolerate discrimination or bullying;
- ensuring we comply with guidance in 'Safeguarding Children and Safer Recruitment in Education', to inform the Devon Local Authority Designated Officer when required.

- 4.7 All of our employment policies and practices will reflect the principles of equality. Breaches of the Equality, Diversity and Inclusion policy can be regarded as misconduct leading to disciplinary proceedings. We are committed to continuous review of our employment practices and procedures to ensure fairness.
- 4.8 The School's commitment to Equality, Diversity and Inclusion will be stated at new staff inductions. Staff will be expected to undertake appropriate training to enable them to implement the School's Equality, Diversity and Inclusion goals. The School will not discriminate on grounds of the protected characteristics in the provision of training to assist staff, regardless of their contractual status, to perform their jobs more effectively.
- 4.9 Partners and procurement
The School, in its work in partnership with institutions, charities, local communities and their representatives, suppliers, contractors and partners in education and training will promote good practice and relations between groups by placing Equality, Diversity and Inclusion at the heart of its interactions.

The **Business Manager** makes sure Equality, Diversity and Inclusion considerations underpin the procurement policy and procedures to achieve legislative compliance. The Business Manager will ensure that the key commitments of the Equality, Diversity and Inclusion policy are brought to the attention of all visiting suppliers and contractors during any invitation to Tender and going forward with existing supplier relationships.

5 Associated Documentation

5.1. School publications:

Admissions Policy
Anti-bullying Policy
Equality, Diversity and Inclusion Goals
Parental Leave Policy
Safer recruitment Policy
Student Code of Conduct
EMS Values

5.2. Legislation:

Children Act, 2004
Data Protection Act, 1998
Equality Act, 2010
Human Rights Act, 1998
Safeguarding Children and Safer Recruitment in Education, 2017

6 Monitoring, Review and Evaluation

The Headteacher is responsible for the review of this policy. The link governor for Equality, Diversity and Inclusion will scrutinise the policy and the annual action plan. The governing body will approve the policy following review and scrutiny.

Tracking and analysis of Equality, Diversity and Inclusion data will inform the annual process and be used to identify Equality, Diversity and Inclusion targets. These will be embedded in the School Improvement Plan.

7. Equality Analysis

The following equality analysis section should be completed by the policy holder as part of every policy review and carries the same date as the main policy. EAs are particularly helpful in revealing any unintended, indirect discrimination.

Under the Equality Act (2010) we have a duty to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We need to consider each protected characteristic individually and in combination. The interaction of different layers of characteristics is called intersectionality. This recognises that the barriers for each group are not homogenous, and instead are a combination of layers of identity interacting. For further detail or to support the completion of the following, please see our equality and diversity policy.

1. Evidence considered *What data or other information have you used to evaluate if this proposal is likely to have a positive or an adverse impact upon protected groups when implemented? Where were information gaps, and what steps can you take to remedy these gaps? Can the RM Intelligence Dashboard (student counts) provide any insight into which protected characteristics are likely to be affected by the changes?*

2. Consultation. *How have you consulted staff and student communities and representatives including those from protected groups? What were their views? Who else has been consulted in this proposal?*

Consulted with Exeter College E&D team - historically

3. Promoting equality. *Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?*

Yes, it makes clear our commitment to equality and sets a minimum standard for training and conduct.

4. Identifying the impact of policies

Identify any issues in the document which could have an adverse impact on any people who are protected by the Equality Act 2010. The protected characteristics are:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or beliefs
8. Sex
9. Sexual orientation

Issue Assessed <i>E.g. policy section or practice.</i>	Protected Group	Impact and Evidence <i>What are the possible impacts on people from the protected groups above, and explain how you have made that assessment. Are these impacts positive or negative?</i>	Justification <i>Can the issue be justified for academic or business reasons? Please explain.</i>	Proposed Action/Time line <i>If this has a negative impact, what will you do to reduce, minimise or eliminate negative impact? If this has a positive impact, how will you promote, develop or utilise this opportunity?</i>	Person responsible for action(s)
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No issues have been identified as a result of this policy. Each characteristic is considered carefully in 3.9 to ensure appropriate protection is in place

5. Monitoring *How will you monitor the actual impact that your proposal has had following its implementation? When will you do this?*

We will set annual targets and review them

6. Summary *Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result.*

This policy is fit for purpose and has only a positive impact on those with protected characteristics