



IMBERHORNE SCHOOL

Policy Document

Headteacher: Mr Matthew

Whatford

Policy Name: **Diversity, Equity and Inclusion Policy,
including equality objectives**

Date: **October 2025**

Imberhorne School values and respects every member of the school community equally, embracing the principles of equity, social justice and inclusion in all aspects of school life. This is reflected in our school Vision and Values. We differentiate equity and equality. Equality within this policy refers to the legal duties defined under the Equalities Act 2010 (also referred to as the Equality Duty) whereby no group with protected characteristics may be disadvantaged according to any protected characteristic that they may have. Equity is defined as an approach where individuals are treated fairly and justly according to their individual circumstances, with adjustments made as necessary to allow them to access the same rights and opportunities as everyone else. This policy is also with reference to *Keeping Children Safe in Education*, which is updated annually, and the *Ofsted Education Inspection Framework*.

At Imberhorne School we are all responsible for upholding the basic rights of every member of our school community and all visitors. Everyone should be treated with respect and dignity, without prejudice, ensuring that they feel a sense of belonging to our community. It is unacceptable to discriminate against an individual or any group and always oppose such discrimination. We seek to be an anti-discrimination school in everything we do. We believe that the education and learning at Imberhorne should ensure that all students and staff have choices and opportunities made available, enabling them to achieve their full potential and promote social inclusion and personal success. This must always be irrespective of any protected characteristic defined in the Equalities Act (2010) or membership to any vulnerable group. We also appreciate that within our society there will be periods of time where groups are more likely to be subject to discrimination and will act according to our principles and the terms set out in this policy to protect and support them within our community.

Equality duty

To advance equality of opportunity the school will:

1. Seek to always focus on the principles of inclusion, equity and social justice.
2. Remove or minimise any conscious or unconscious disadvantages.
3. Take steps to make reasonable adjustments to meet different needs within our school community.
4. Encourage participation, challenge discrimination and exclusion, and ensure representation when it is disproportionately low.

Aims for equal opportunities

We aim to:

- Actively support social justice, equity, diversity, inclusion and equality of opportunity.
- Promote positive relations and connections across the whole school community.
- Actively challenge and seek to eliminate all forms of discrimination
- Encourage all students to develop to their full potential in all aspects of school life, making reasonable adjustments as necessary to support them to do so.
- Promote self-esteem, self-confidence, responsible advocacy/debate and respect for the rights and values of all individuals.
- Equip all students for experiences in adult life by encouraging them to challenge prejudice in all forms and take positive steps to protect the rights of others.

- Challenge misinformation, stereotyping and social exclusion which can restrict the development of an individual's abilities, attitudes, aspirations and wellbeing.

Whole school objectives

- Have clear strategies in place for dealing with any type of discrimination and abuse of students or staff. These are reported to governors each term.
- Take positive and assertive action to challenge discrimination and social exclusion, responding proactively to contextual and emerging concerns and issues.
- Ensure school resources are available to all students and staff, and that use of them is encouraged throughout the school.
- Promote this policy, our Vision and Values, and our commitment to anti-discrimination throughout the school community.
- Ensure everyone's unique contribution to school life is valued and that everyone feels that they belong and are valued members of our school community.

Curriculum objectives

- Develop suitable teaching strategies and recording systems designed to be inclusive and meet the learning needs of all students.
- Ensure schemes of work are examined regularly to reflect the school's commitment to social justice, inclusion, equity and anti-discrimination as per the content of this policy.
- Promote the use of teaching and learning resources which address misinformation and do not condone or by omission support traditional bias.
- Promote a high challenge curriculum for all students with reasonable adjustments to ensure equity of access.
- When developing links with organisations and companies, take note of their approach to social justice, inclusion, equity and anti-discrimination, making our school culture and policies clear to them.

Objectives into practice

Discrimination and Hate

- Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination.
- Indirect discrimination occurs when a “provision, criterion or practice” is applied generally or unconsciously but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.
- Hate incidents or crimes occur when a person is victim to direct discrimination where their membership to a group with protected characteristics is used as an aggravating factor in an incident where an individual is subject to hostility, aggression or violence. This is always dealt with robustly and with the requisite severity depending on the incident.

Gender re-assignment

It is unlawful for schools to treat students less favourably because of their gender reassignment. The school factors in gender reassignment when considering its obligations under the Equality Duty. See Appendix A – working with Trans Young People.

Race and ethnicity

The school ensures that students of all races and ethnicities, including traveller communities, are not singled out for different and less favourable treatment from that given to other students. The school monitors practices to ensure there is no unfair or less favourable treatment of such students.

Religion or belief

The school ensures there is no discrimination because of religion or belief, in other words treating a person less favourably than another person is or would be treated, because of their religion or belief, or the religion or belief they are perceived to have. This also includes their lack of religion or belief, or the religion or belief, or lack of it, of someone else with whom they are associated.

Sexual orientation

The school makes sure that all LGBTQ+ students, or the children of LGBTQ+ parents, are not singled out for different and less favourable treatment from that given to other students. We monitor practices to ensure that nothing which could result in unfair, less favourable treatment of such students or staff takes place.

Special Educational Needs and Disability

The school does not treat a student with Special Educational Needs or a disability less favourably than any other student. We are committed to inclusion and high challenge for all. Equally, it does not intentionally do anything which applies to all students but which is more likely to have an adverse effect on students who are disabled or have special educational needs. In addition to this the school does not discriminate against a disabled student because of something that is a consequence of their disability.

Language

- The school will challenge the use of abusive or negative language in oral and written communications.
- The school will challenge language which degrades any individual or group of people, responding to specific contextual or societal issues emerging as necessary in doing so.
- Promote language which promotes self-esteem, self-confidence, advocacy, anti-discrimination and respect for the rights and values of individuals and all groups
- Record incidents of any hate crime and deal with these robustly as per the school's Behaviour and Safeguarding Policies. These incidents, and how we deal with them are reported to the Governors and West Sussex County Council each term.

Staffing

Ensure strict professional criteria are the basis of all staff appointments enabling the best candidate for the post to be appointed.

- Repeat staff training to heighten awareness of the Diversity, Equity, Social Justice and Inclusion issues.
- Ensure staff are aware of the following first points of contact on Diversity, Equity, Social Justice and Inclusion issues;
 - a) The School Business Manager for support
 - b) The Staff Development Senior Leader for all training and INSET matters
 - c) The Headteacher

Admissions Procedure

The school will always follow the Local Education Authority/Governing Body Admission Policy which does not permit unlawful discrimination.

Equitable access to opportunity

- All students enjoy equal access to all areas of the curriculum and reasonable adjustments to support them to do so.
- Where the school needs support to fully support a student or member of staff's needs or requirements, expert advice and support will be sought from external agencies, expert sources and professionals.

Environment

- Ensure classrooms and the school environment reflect and celebrate the diversity of the society in which we live, actively challenging all forms of discrimination and exclusion.
- Classrooms and corridors should feel safe and be appropriately challenging, meeting the needs of all learners. Examples of this might be:
 - Inclusive and appropriate access to all curriculum areas in the school for disabled students.
 - Diverse and appropriately accessible displays and resources that support students' learning.
 - Appropriate and safe use of technology and artificial intelligence, addressing misinformation and enabling students to access and fully respond to the curriculum.
 - Teaching and social space used sympathetically and creatively to best support inclusion and equity in learning and to facilitate good working relations between all students and with staff.
 - Supportive and nurturing spaces should be available for vulnerable students, during the school day including break and lunchtimes.

Monitoring

- Monitor curriculum choices made by students and their involvement in school activities
- Monitor achievements and behaviour data in relation the detail and principles set out to this policy.
- Review and evaluate the implementation of this policy.
- Use hate crime incidents sheets issued by WSCC and report to Governors.
- Monitor exclusion, attendance, safeguarding admission and school leaver data.
- Monitor progress of the school's anti-discrimination strategy.
- Monitor staff turnover in relation to this policy.

The school's equality objectives for 205/26 are as follows:

- To improve progress in disadvantaged learners, particularly in English and Mathematics.
- To provide support and inclusion for EAL students, particularly vulnerable EAL groups.
- To provide an active challenge to all forms of discrimination, especially on the grounds of misogyny and racism.

Current Legislation

We intend to always work in line with the current legislation, policies and international conventions and agreements.

These are at present:

- The Universal Declaration of Human Rights 1948.
- The Refugee Convention 1951.
- The UN Convention on the Rights of the Child 1989.
- Human Rights Act 1998.
- Hate Crimes Act 2000.
- The Race Relation Amendment Act 2010.
- The Equality Act 2010.
- Special Educational Needs and Disability Act 2014.

Appendix A

Good practice statement in working with trans young people in our school

- 1) We will take our lead from young people and involve them in making decisions that will affect them.
- 2) We will involve family members, with the agreement of the trans student, in making decisions about their child.
- 3) We will take confidentiality seriously and not 'out' a trans young person without their permission including to parents/carers, except where a safeguarding risk requires information sharing in line with statutory guidance.
- 4) We will respect and use the student's new name, pronouns and title (and apologise for any mistakes made).
- 5) We will update our records and systems with name and gender changes. The student's Head of Year will be responsible for this and communicating changes made with colleagues.
- 6) We will provide access to a range of appropriate toilets and changing facilities recognising that transgender students need to use the toilets corresponding to their biological sex, not their gender identity, unless a gender-neutral facility is available and a suitable alternative is not available elsewhere.
- 7) We will support all students to wear uniform and PE kit in line with their gender identity.
- 8) Students will be consulted over how they wish to participate in PE and which gender lessons they would like to participate in, alternative changing arrangements will also be made.
- 9) We will only divide students and students by gender when there is an educational or safeguarding reason for doing so.
- 10) We will enable full access to enrichment activities for trans students. Residential trips are accessible to all students and reasonable adjustments are made when necessary.
- 11) We will support trans students to access medical appointments if required.
- 12) We will provide support to the siblings, parents/ carers of trans young person.
- 13) We will use the curriculum and other opportunities to challenge gender stereotyping, sexism, homophobia, biphobia and transphobia (as part of our wider anti-discrimination work).
- 14) We will identify, record and challenge all prejudiced incidents and bullying including that which is sexist, homophobic, biphobic and transphobic.
- 15) We will signpost, as appropriate, to national and local trans support services in PSHE education, the school website and in ~~per~~materials around the school