The New Beacon

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Equality and Diversity Policy

ISI Policy Number	
Version	2.0
Revised by	SMT
Revision Date	September 2024
Next Revision Date	September 2026

Aims

At The New Beacon School we value diversity and believe that equality at our school should permeate all aspects of school life. It must, like safeguarding, be the responsibility of every member of the School and wider community. Every member of the School community should feel safe, secure, valued and of equal worth.

Our school community includes pupils, teaching and support staff, parents, carers, governors, multi-agency staff linked to the School, visitors to school and contractors.

The New Beacon will adhere to all equalities legislation, including the three duties outlined in the Equalities Act 2010:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Please note, where pupils are referred to, this includes all pupils from Early Years through to Senior School.

Legislation

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the Public Sector Equality Duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Roles and Responsibilities

The Governing Board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head
- Ensure that the School's Equality and Diversity Policy is maintained and updated regularly
- Ensure that procedures and strategies related to the policy are monitored, reviewed and implemented
- Attend appropriate equality and diversity training

The Head and Senior Management Team will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Co-ordinate the activities related to equality and evaluating impact
- Ensure that staff are aware of their responsibilities and are given relevant training and support
- Take appropriate action in response to potential incidents of discrimination

Staff will:

- Support the Head in promoting knowledge and understanding of the equality objectives among staff and pupils
- Support the Head in identifying any staff training needs
- Deal with potential incidents of discrimination and know how to identify and challenge bias and prejudicial stereotyping
- Not discriminate any protected characteristic on any grounds
- Keep up to date with equalities legislation by attending training events organised by the School or Local Authority or recognised training provider

All Pupils and Parents are responsible for:

- Working in partnership with the School
- Adhering to the School Values
- Embracing the School's approach to Equality & Diversity

Monitoring and Review

Reviews will be carried out by the School Senior Management Team and reported to the Governors. Amendments may be made to the policy and action plans developed accordingly in the light of the monitoring and review. The school leaders will consider feedback from a range of sources including:

- analysis of attendance figures
- analysis of exclusions
- incidents of bullying
- pupils' achievement data for particular groups compared to other relevant data
- feedback from parents and pupils
- any other information related to the Equality Act

Our Values

The New Beacon aims to provide a broad, balanced, stimulating, creative education; matching exceptional academic achievement with personalised pastoral care.

We believe every child should be given the time they need to mature and develop intellectually, socially, and emotionally, whilst being encouraged to discover their passions and explore their interests, in a safe, supportive, accepting environment.

Our children are challenged by exciting, inspiring and innovative teaching and engaging academic and co—curricular programmes. We are aspirational for every pupil at every stage of their education creating a centre of academic excellence, but our greatest success will always be measured by the character of our pupils.

Respect underpins every aspect of school life: respect for the school, its values and traditions; respect for others, nurturing a diverse and inclusive community and respect for one's-self, reinforcing the belief in the difference every individual can make in the wider world.

Principles Of Our Approach

Understanding and tackling the different barriers which could lead to unequal outcomes for those people who have protected characteristics within school, while celebrating and valuing the achievements and strengths of all members of the School community, is the key to our approach. Those people with protected characteristics are defined as those who may be susceptible to discrimination because of their:

- sex
- age (employees not pupils)
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership

1. All pupils are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
2. We recognise, respect and value difference and understand that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to background, disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

How We Reinforce Our Principles

a. Admissions

The New Beacon Prep School provides a broad, balanced, intellectual, creative and spiritual education with academic achievement at its heart. Our pupils are challenged and encouraged, with equal opportunity for all. It is our aim that pupils achieve their best through high expectation, excellent teaching and nurtured confidence.

b. Anti-Bullying

The School recognises the nine protected characteristics as specified by the Equality Act 2010 and ensures that pupils, parents, carers and governors are aware of the need to respect the protected characteristics within our community. One reason that the Anti-Bullying Policy is in place is to raise awareness of these and to ensure that our community works to prevent bullying or disrespectful behaviours that discriminate against any one of these characteristics. (See our website for the Anti Bullying Policy)

c. Teaching and Learning

We aim to provide all of our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will endeavour to:

- ensure equality of access to the whole school experience for all pupils and prepare them for life in a diverse society
- use materials that reflect a range of cultural backgrounds, without prejudicial stereotyping
- promote attitudes, values and skills that challenge discriminatory behaviour
- teach cultural humility and provide opportunities for pupils to appreciate their own culture, ethnicity, religion and beliefs, and celebrate the diversity of other cultures, religions and beliefs
- use a range of sensitive teaching strategies when teaching about different cultural ethnic and religious

traditions

- use sensitive and inclusive language when referring to protected characteristics in our discussions and writing
- develop pupils' advocacy skills so that they can detect bias, and challenge discrimination, leading to justice and equality
- ensure that the curriculum covers, in an age-appropriate manner, the protected characteristics
- prepare pupils for living in a multicultural society and promote good relations between different affinity groups
- celebrate diversity and promote (where appropriate) the positive contribution of different ethnic minority groups to the curriculum area, as well as profiling the positive contributions made to society by other minority groups
- celebrate what we have in common
- seek to involve all parents/carers in supporting their child's education
- provide educational visits and extra-curricular activities that involve all pupil groupings
- take account of the composition of individual teaching groups
- take account of the different learning needs of different groups of pupils, using an appropriate range of teaching strategies to enable all pupils to progress
- utilise seating plans to foster effective learning and social support
- take account of the current performance of all pupils when planning for future learning and setting challenging targets
- make best use of all available resources to support the learning of all groups of pupils
- identify resources that support staff development to support staff in their planning for inclusion, diversity and equality

d. Learning environment

There is a consistently high expectation of all pupils; regardless of age, gender, race, disability, religion, ability, social background and sexual orientation. To secure the best possible outcomes for all of our pupils, we recognise the importance of:

- teacher commitment, expertise and enthusiasm as a vital factor in achieving a high level of motivation and good results from all pupils
- adults in the School providing good, positive role models in their approach to all issues relating to equality and diversity
- the School as a whole placing a high priority on the provision for those with Special Educational Needs and Disabilities (SEND)
- the School providing an environment in which, within the constraints of reasonable adjustments, all

pupils have equal access to all facilities and resources

- creating an environment where all pupils are encouraged to be actively involved in their own learning
- encouraging pupils and parents to create an appropriate learning environment at home and providing them with advice about how to do this
- providing opportunities for completing homework beyond the School day on the School site
- using a range of teaching methods throughout the School to ensure that effective learning takes place at all stages for all pupils

e. Curriculum

At The New Beacon School we actively recognise differences and aim to ensure that:

- our planning reflects our commitment to equality in all subject areas and cross-curricular themes, promoting positive attitudes to equality and diversity
- pupils will have age-appropriate opportunities to explore concepts and issues relating to identity and equality
- steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their needs and their learning styles
- attainment and achievement at an appropriate level for each individual is recognised and promotes progression

f. Ethos and atmosphere

Anyone and everyone should feel they 'belong' at The New Beacon School. To this end:

- there should be an inclusive environment, where all pupils feel welcome, their views heard and their lived experiences valued
- the pupils are encouraged to greet visitors to the School, and adults within the School, with friendliness and courtesy
- the displays around the School should be of a high quality and reflect diversity across all aspects of school life and they should be frequently monitored
- provision is made to cater for the spiritual needs of all of the children through planning of assemblies, classroom based and externally based activities
- the School Values and ethos are embedded across the whole school community, with age appropriate considerations in Early Years

g. Resources and materials

The provision of good quality resources and materials within The New Beacon School is a high priority. These resources will:

- reflect the reality of a diverse society
- reflect a variety of viewpoints

- show positive images of different ages, ethnic groups, genders, same sex partnerships and people with disabilities
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equality and diversity issues
- be equally accessible to all members of school community
- be consistent with health and safety
- not promote, explicitly or implicitly, behaviours that demean the protected characteristics

h. Language

We recognise that it is important that all members of the School community use appropriate language which:

- does not transmit or confirm prejudicial stereotypes
- does not intentionally offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- recognises the individuality and variety of backgrounds of all members of the School community, with everyone endeavouring to spell and pronounce names correctly
- uses appropriate terminology in referring to particular groups or individuals

i. Pastoral care

Genuine pastoral care supports every individual, irrespective of their differences, to ensure that all members of the School community feel they belong. To this end:

- staff are trained and supported to help reduce the likelihood of discrimination, recognise when discrimination occurs and respond to instances in a constructive way
- staff will take account of the protected characteristics
- all pupils are encouraged to consider the full range of opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race
- all pupils, parents, carers and governors are given support, should they experience or perceive discrimination, and are treated with sensitivity. Consideration will be given to the impact of their experience, should this occur within the School environment
- staff should recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, restorative work is done to ensure that the actions do not occur again
- emphasis is placed on the value that diversity brings to the School community

j. Harassment and discrimination

It is the duty of all members of the School community to challenge all types of discriminatory behaviour.

The School will address this duty in a number of different ways, for example:

- incidents where there are unwanted attentions of any kind will be tackled and the inappropriate behaviour called out
- the School has a clear, agreed procedure for dealing with incidents such as unwelcome or offensive remarks in relation to an individual
- all bullying related to those with protected characteristics will be referred to an appropriate senior member of staff (Head of Section, Deputy Head) and dealt with as a serious incident. Such incidents will be recorded and investigated thoroughly
- incidents involving those with protected characteristics will be highlighted in behaviour logs in order to ensure effective monitoring. It will be the norm for parents/carers of the victim and the perpetrator to be notified of the incident, unless there are specific circumstances that make this inappropriate

k. Partnerships with parents/carers and the wider community

We aim to work in partnership with parents and carers to help all pupils achieve their potential. For example:

- all parents/carers are encouraged to participate in the life of the School
- encouraging parents/carers to contact the School if they have any concerns about equality and diversity issues
- encouraging parents and carers to join in school groups e.g. New Beacon Parent's Association

l. Staffing and staff development

We recognise the need for positive role models from different backgrounds. The School will seek to provide:

- a balance of staff with differing experiences, cultural and social/economic backgrounds at different key stages wherever possible
- a commitment to encourage career development and aspirations for all
- staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality and diversity

m. Staff recruitment and professional development

We recognise the need for equality of opportunity in recruitment, retention and CPD and ensure that:

- all posts are advertised formally
- all those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination or unconscious bias where possible, and ensure good practice through the recruitment and selection process
- the School encourages applicants from all sections of the community and looks to employ staff from a diverse range of cultures and backgrounds, embracing cultural contribution
- access to opportunities for professional development is monitored on equality grounds

- equalities policies and practices are covered in all staff inductions
- employment policy and procedures are reviewed regularly to check conformity with legislation and impact
- as part of the staff recruitment process, all applicants are asked to complete an Equal Opportunities Monitoring Form
- newly appointed members of staff are expected to complete an online Equality and Diversity training module
- Periodically, the School provides face-to-face Equality and Diversity training that all staff members are expected to attend.