



Equality and Diversity Policy

Gloverspiece Minifarm and School are committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people.

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Statement

This includes the racial equality duty, the gender equality duty and the disability equality scheme. The equality objectives address the school's duties under equality legislation, up to and including the Equality Act 2010. They also relate to the Local Authority's procedure for recording racist incidents in schools. The Accessibility Plan addresses the school's duty under the Equality Act (2010).

We welcome our duties under the Equality Act 2010 and the general Public Sector Equality Duty 2011. The school's general duties with regard to equality are; eliminating discrimination, fostering good relationships, and advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage or civil partnership

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions. The following groups have been identified as key recipients in terms of the provision of this statement:

- Are being looked after or on the edge of Care
- Have Special Educational Needs / Learning Difficulties and Disabilities
- Are excluded or at risk of exclusion from school
- Are from an ethnic group, including those from Gypsy, Roma, Traveller background
- Have English as an additional language
- Are missing in education
- Have ill health, including hospitalisation, affecting attendance at school
- Are Not in Education, Employment or Training (NEET)
- Have drug or alcohol abuse
- Are school age / teenage parents
- Are young carers
- Are offending or at risk of offending
- Have mental health issues
- Are in receipt of free school meals
- Live in areas of deprivation
- Gifted and talented
- Are gender questioning or going through transition
- Are Lesbian, Gay or Bisexual



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Aims

We believe that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating an inclusive environment where individuals feel confident and at ease is a commitment of the school. This environment will be achieved by:

- Being respectful.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and inclusion and the benefits it can have.
- Adopting an inclusive attitude and ensuring that the whole school community understands what inclusive behaviour looks like in the school and how this aligns with the school's values.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Challenging bias and calling it out in order to move the conversation forward.

We are committed to having a balanced, diverse and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes.

Dealing with prejudice and celebrating diversity

We do not tolerate any form of prejudice-related incident. Whether direct or indirect, we treat discrimination against all members of our school with the utmost severity. When an incident is reported, our school is devoted to ensuring appropriate action is taken and a resolution is put into place which is both fair and firm. See Appendix A.

Our pupils are taught to be:

- Understanding of others.
- Celebratory of diversity.
- Eager to reach their full potential.
- Inclusive
- Aware of what constitutes discriminatory behaviour.

The school's employees will not:

- Discriminate against any member of the school community.
- Treat other members of the school community unfairly.

The school's employees will:

- Promote diversity and equality.
- Encourage and adopt an inclusive attitude.
- Lead by example.
- Seek training if they need to improve their knowledge in a particular area.

The school provides a variety of opportunities to celebrate diversity, including; planning activities for key diversity awareness days and incorporating lessons about diversity into the curriculum.



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The curriculum

Pupils will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

To ensure equality, diversity and acceptance are taught and promoted throughout each subject area, the school will ensure appropriate, coverage, sequencing and progression of the PHSE curriculum.

The observation of inclusive teaching strategies will remain a key aspect of the SLT's annual programme of monitoring.

The school will respect the right of parents to withdraw their child from sex education.

Promoting inclusion

Gloverspiece will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.



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Equality, Accessibility and Premises

The school recognises its duties under the Equality Act 2010 to make reasonable adjustments to its premises, facilities and physical environment to ensure that pupils, staff, parents and visitors are not placed at a substantial disadvantage due to disability.

Where reasonably practicable, the school will take steps to improve physical accessibility to buildings, learning environments, residential accommodation (where applicable), and outdoor areas. This includes consideration of access routes, signage, lighting, classroom layouts, toilet and hygiene facilities, and emergency evacuation arrangements.

The school's Accessibility Plan sets out how barriers to access are identified, monitored and addressed over time, having regard to the needs of pupils and staff with disabilities and special educational needs. Adjustments may be made on an individual basis, taking account of professional advice, risk assessments, and the resources available, while maintaining the health, safety and welfare of all members of the school community.

The Headteacher will ensure that accessibility considerations form part of premises planning, refurbishment and risk assessment processes, and that reasonable adjustments are reviewed regularly to reflect changing needs.

Equality and dignity in the workplace

We do not discriminate against staff with regard to their:

- Age.
- Disability.
- Gender reassignment.
- Marital or civil partner status.
- Pregnancy or maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

Equality of opportunity and non-discrimination extends to the treatment of all members of the school community. All staff members are obliged to act in accordance with the school's various policies relating to equality.

We will guarantee that no redundancy is the result of direct or indirect prejudice. All disciplinary procedures are non-prejudicial, whether they result in warnings, dismissal, or any other disciplinary action.



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Recruitment and Selection

The school will aim to ensure that no job applicant suffers discrimination because of any of the protected characteristics. The school's recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria will be regularly reviewed to ensure that it is relevant to the job and not disproportionate. The shortlisting of applicants will be done by more than one person.

Job advertisements will avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying. The school will take steps to ensure that vacancies are advertised to a diverse labour market.

Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which will only be used with the headteacher's approval, such as:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
- Positive action to recruit disabled persons.
- Equal opportunities monitoring (which will not form part of the decision-making process).

The school is required by law to ensure that all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, will be expected to produce original documents, e.g. a passport, before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Border Agency.

Appointments: the best candidate for the position is appointed based on strict professional criteria.

Transsexual employees and gender reassignment: The Equality Act (2010) now expressly covers discrimination on grounds of gender reassignment.

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally.

Training and development:

The school will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to help them flourish, irrespective of background or employment status
- provide equal access to training and development opportunities for all staff, including part time, on the basis of their assessed training needs
- promote greater awareness of equal opportunities and the contribution which staff, governors, parents/guardians and pupils can make
- equip employees with the skills to provide personal and organisational solutions, discriminatory practices and behaviour and to promote anti-discriminatory behaviour generally.



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Professional development involves a continuous process of learning involving self-development, encouragement and motivation. The school places great importance on the relationship between team leaders and their teams and will ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of the school's agreed performance management system. (Please refer to the Performance Management Policy)

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Protection from Harassment Act 1997

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- PHSE and SRE Policy
- Admissions Policy
- Children Looked After Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Public Sector Equality Duty (PSED)
- Performance Management Policy
- Flexible Working Policy
- Grievance Policy
- Disciplinary Policy and Procedure



Public Sector Equality Duty (PSED)

PSED requires public bodies to have due regard to the need to:

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

Roles and responsibilities

The Management Committee will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for pupils.
 - How pupils are provided with access to benefits, facilities and services.
 - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

The headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.



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Leadership, Monitoring and Evaluation of Equality and Diversity

The Management Committee and senior leadership team are responsible for ensuring that equality, diversity and inclusion are embedded effectively across all aspects of the school's work and that statutory duties under the Equality Act 2010 are met.

When appropriate, the school will set clear and proportionate equality objectives, which are reviewed annually, to support continuous improvement. These objectives may include staff training and awareness, monitoring of equality-related incidents, evaluation of curriculum content and access to opportunities, and the effectiveness of reasonable adjustments for pupils and staff.

Senior leaders will monitor the implementation and impact of this policy through regular review of incident records, behaviour and safeguarding data, staff training records, curriculum monitoring, and feedback from pupils, parents and staff. Where patterns, concerns or areas for development are identified, appropriate actions will be agreed and implemented.

Availability of Information and Communication

This Equality and Diversity Policy is made available to parents, staff and pupils through the school website and on request from the school office. The school ensures that the policy is accessible in a format appropriate to individual needs, including making reasonable adjustments where required.

Parents and pupils are informed of the school's approach to equality, diversity and inclusion through induction processes, school communications and the curriculum.

Concerns or complaints relating to equality, discrimination or harassment may be raised in accordance with the school's Complaints Policy, Grievance Policy or Anti-Bullying Policy, as appropriate. Information about how to raise concerns is readily available to parents, pupils and staff, and all matters are handled promptly, fairly and in confidence.

The school ensures that records relating to equality-related concerns, complaints or incidents are maintained in line with data protection legislation and are reviewed as part of the school's monitoring and evaluation processes.



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Breaches of this policy

If a member of staff believes that they may have been discriminated against, they will be encouraged to raise the matter through the school's Grievance Policy. If they believe that they may have been subject to harassment, they will be encouraged to raise the matter with their line manager and/or the Operations Manager.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Policy and Procedure.

Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The school takes a strict approach to serious breaches of this policy.



Appendix A

Discrimination, victimisation and harassment Discrimination on grounds of race, sex, disability, religion or belief, or sexual orientation is illegal. However, for the school community, discrimination is also unacceptable on any of the other grounds referred to in this policy statement.

Failure to comply with the policy will be fully and promptly investigated using the appropriate procedures. There are four ways in which discrimination may occur:

Direct discrimination: This means treating someone less favourably than others would be treated in the same or similar circumstances on the grounds of race, sex etc

Indirect discrimination: This means applying a requirement or condition which cannot be justified to all groups but which has a disproportionately adverse effect on one group because the proportion of that group which can comply is smaller than the proportion of the group(s) which can comply with it.

Victimisation: This occurs when a person is treated less favourably than other persons would be treated because that person has done a 'protected act' under the Equality Act (2010) or Employment Equality Regulations, for example, by bringing forward proceedings or giving evidence or information.

Harassment: Harassment can take many forms, from the most obvious abusive remarks to extremely subtle use of power. As with unfair or unlawful discrimination, harassment can be intentional or unintentional. However, the key issue is not simply the intention of the offender but the impact of the behaviour on the person receiving it. Harassment may involve any of the following:

- physical contact or violence
- offensive humiliating and intimidating remarks or actions
- exclusion from participation in job-related or classroom-related discussions, training or social or other events
- unfair work allocation
- unjust or excessive or humiliating criticism of performance
- offensive signs or notices
- graffiti
- repeated demands or requests for sexual favours.

These are merely examples and not an exhaustive list. Whatever the form, Gloverspiece will provide support for any member of the school community, pupil or staff member who feels threatened or isolated because of such actions.