

GODOLPHIN SCHOOL**Equality, Diversity & Inclusion**

Reviewed by: Pastoral Deputy, Head of Sixth Form & Member of staff with responsibility for EDI

Reviewed: September 2022

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Refer also to:

Accessibility Plan

Behaviour and Discipline

Provision for Students with particular religious, dietary, language or cultural needs

Disability and Accessibility

Living Together at Godolphin – Bullying

Cyber bullying

Equality and Diversity

This School is committed to securing equality of opportunity, education and care through the creation of an environment in which every single member of the Godolphin community is given the tools to flourish and succeed in equal measure. This commitment is shared by students, staff, parents and governors. The School is committed to actively supporting diversity within the community and to ensure that all staff and students are able to access the services, facilities and opportunities within the School.

We oppose all forms of unlawful or unfair discrimination or bias in any form on the grounds of age, race, colour, nationality, ethnic origin, disability, gender, gender reassignment, marital status or civil partnership, sexual orientation, trade union membership, pregnancy and maternity, political views and religious beliefs, and aim to ensure equal treatment for all.

Main Equality Areas

1. Race

We regard to racism any attitude held by a person or group of one ethnic origin towards an individual or group of a different ethnic origin which is offensive, discriminatory or hostile towards the individual or group. We also consider racism to be behaviour, acts or expressions that reflect such attitudes; or any incitement to behaviour of that kind. Racism can also present itself as a consequence of inaction or passive acceptance of the status quo.

Unacceptable behaviour would be, for example:

- physical assault against a person or group because of colour or ethnicity;
- verbal abuse, derogatory name calling, insults, threats and racist jokes;
- racist graffiti;
- issuing/wearing of racist materials, eg leaflets, magazines, insignia;
- inciting others to behave in a racist manner;
- making racist comments or suggestions in the course of discussions or lessons;
- refusing to co-operate with other students because of colour or ethnic origin.
- allowing or supporting racist behaviour in others without challenge or report.

The School also recognises that in order to fulfil its commitment to ensure that racism is not present within our community, and is dealt with effectively if discovered, all members of the community should engage in anti-racist behaviours and a well-planned, relevant and informed programme of relevant education should be in place, from within and complementary to the academic offer. We do not believe it is enough to say that racist behaviour will not be tolerated. Rather, we are working towards being an actively anti-racist School.

2. Gender

We consider sexism to be any attitude held by a person or group of one gender towards an

individual or group of a different gender which is offensive, discriminatory or hostile towards the individual or group and/or results in one individual or group being disadvantaged, neglected or abused as a result of gender. Harassment with respect to gender-related issues we define as behaviour, acts or expressions that reflect such attitudes, or an incitement to behaviour of that kind, and is to be considered from the perspective of the identification and definition of the alleged victim(s). A person who is proposing to undergo, is undergoing, or has undergone a process (or part) for the purpose of reassigning their sex by changing physiological or other attributes of sex is protected under the Equality Act 2010's gender reassignment provisions.

Such attitudes would be, for example:

- physical abuse against a person or group because of their gender;
- verbal abuse, intimidation, insults, threats;
- using lewd or suggestive vocabulary to cause offence or humiliation;
- making sexist comments or suggestions in the course of discussion in lessons;
- refusing to co-operate with individuals because of their gender
- failing to intervene to stop or failing to report discriminatory behaviour based on gender.

3. Disability

We regard as unacceptable attitudes held by a person or group towards an individual or identified group with a disability (mental, physical or different disabilities, some of which may not be easily or immediately apparent) which are offensive, discriminatory or hostile towards the individual or identified group. We regard as unacceptable behaviour, acts or expressions which reflect such attitudes; or any incitement to make others adopt such attitudes.

Examples of unacceptable behaviour would be:

- physical assault against an individual or identified group because of his/her/their disability;
- verbal abuse, intimidation, insults, threats;
- inappropriate or negative reference to an individual's disability inside or outside lessons;
- refusing to co-operate with an individual or identified group because of his/her/their disability;
- failing to intervene to stop and/or failing to report discriminatory behaviour in relation to disability.

4. Sexual harassment

Offensive or hostile attitudes expressed by a person or group to or about an individual's sexuality are unacceptable. Similarly, inappropriate comments, attitudes or acts which make a student or member of staff feel that he or she is the target of unwanted sexual attention are unacceptable.

Examples of unacceptable behaviour would be:

- negative or unwanted reference to an individual's or group's sexuality;
- unwanted advances, either verbal or physical or defined as such by the alleged victim;
- taking, displaying or circulating images which causes sexual offence;
- derogatory comments;
- intimidation or assault
- failing to intervene to stop or failing to report unacceptable behaviour related to sexuality.

Similarly, derogatory comments about or discrimination on the grounds of another person's or group's sexual orientation, or actions which mock their sexual orientation, are entirely unacceptable.

5. Religion and philosophical belief

Religious and philosophical beliefs can be key to the identity of a person and how they live their lives. They can also be interwoven within your cultural heritage or be different to that entirely. These include:

- you are (or are not) of a particular religion
- you hold (or do not hold) a particular philosophical believe
- you have no religious belief

A philosophical belief must be genuinely held and more than an opinion. It must be cogent, serious and apply to an important aspect of human life or behaviour. For example:

- a student believes strongly in man-made climate change and feels that they have a duty to live their life in a way which limits their impact on the earth to help save it for future generations: this would be classed as a belief and protected under legislation

Importantly, the Equality Act also says that a belief must also be worthy of respect in a democratic society and not affect other people's fundamental rights.

Mechanisms for dealing with any incident of discrimination or harassment and how to raise concerns

We recognise that inclusion is a continuous chain of constant behaviours and improvements, and that we do not always get it right. It is important that these infringements are addressed appropriately. We have a zero-tolerance policy deliberate discrimination as well as a belief that dealing with issues quickly, proactively and positively as possible builds ongoing trust and collaboration. Therefore, an individual or group who considers that they have been subjected to any form of discrimination may wish to try and resolve the problem informally before or instead of invoking the formal procedure. Where practical, this approach is often very effective and it is recommended as the first step in resolving the problem. The School will provide support throughout this process which may be given by the EDI Co-ordinator. If such an approach is impractical or unsuccessful the incident should be discussed with the Senior Deputy Head or the Head, whomever they feel most comfortable with. They will seek to help the individual or group and consider how the problem may best be resolved on an informal

basis. A simple record of this will be kept on file. Wherever possible confidentiality will be maintained. The procedure for dealing with formal complaints relating to Discrimination, Victimisation or Harassment is outlined below and incidents are recorded in a distinct electronic file, held by the Senior Deputy Head.

- Any such incident must be reported to the Head or Senior Deputy Head.
- Within three working days of the incident being reported, the Head and another senior member of staff will interview the individual or group against whom it was alleged to have been committed. Written statements will be taken at the interview.
- The Head and another senior member of staff will then interview the individual(s) who has (have) allegedly caused the offence. Written statements will be taken at the interview and signed.
- Parents/guardians of all students involved in the incident will be informed.
- Victims of harassment/discrimination will receive appropriate support and counselling from trained/qualified staff.

Sanctions

If a student, group of students or a member of staff is deemed to have breached this policy then the School will apply an appropriate sanction which will be recorded in a special file and in the individual's personal file. Sanctions could include (but not limited to) suspension, expulsion or dismissal.