

# Equality Diversity & Inclusion Policy

## Scope of this policy

### 1 Introduction

Tring Park School for the Performing Arts (TPS) is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the School and by each other. This applies to the School as a place of education, a business, and an employer. Prejudice, discrimination, and victimisation are not tolerated, and we work hard to instil in our pupil/students a strong understanding of right and wrong, including the importance of inclusion, acceptance, and compassion towards others. The School's main priority is to provide the best education (Vocational & Academic) and care that we can, and establish a cooperative working relationship between home and school, so as to aid the development, progress, and needs of all the children in our care.

This plan sets out how the School will satisfy its duties under the Equality Act 2010 to eliminate all behaviour prohibited by the Equality Act 2010, to foster good relations between persons with and without protected characteristics and promote equality of opportunity regardless of whether a person has a protected characteristic (such as race, gender, transgender, disability, age, pregnancy and maternity, religion or belief and sexual orientation).

The School aims to comply with this duty, in both the delivery of its education and services and the employment of its staff. It is created by the School's Senior Leadership Team (SLT) and governing body in line with the Equality Act 2010 and is the foundation of all the School's other policies – particularly the Special Educational Needs Policy, Admissions Policy, Anti-Bullying Policy and the Behaviour Policy (which can be found on the school website and Parent Portal and are available to staff via the staff portal).

### 2 Overall responsibility

- 2.1 The Board of Governors has overall responsibility for the effective operation of the School's Equality Diversity & Inclusion Policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Board of Governors has delegated to the SLT day-to-day responsibility for operating the Policy and ensuring its accessibility, availability, maintenance and review.

### 3 Roles and Responsibilities

- 3.1 Creating a school environment that promotes equality, diversity and inclusion and denounces discrimination is a whole-school responsibility and requires all members of the school community to be actively involved in breaking down barriers to learning and barriers to social and emotional development that prejudice can create.
- 3.2 The SLT have responsibility for evaluating the effectiveness of inclusive practices that promote and value diversity and difference and report back to the governing body on how these practices are working and any amendments that they feel should be made.
- 3.3 All those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims

and objectives of the School with regard to equality, diversity and inclusion. They are responsible for:

- promoting the School's policy on equality, diversity and inclusion both within the School and externally to the rest of the community
- ensuring that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality, diversity and inclusion in school
- challenging inappropriate language and behaviour
- tackling bias and stereotyping
- taking appropriate action where discrimination or victimisation occurs

3.4 An Equality, Diversity and Inclusion working group (EDIWG) has been established. The terms of reference can be found at Appendix 1.

3.5 Individual staff in the School are expected to take responsibility for supporting and promoting equality, diversity and inclusion in school above and beyond the responsibilities listed below:

- ensure that they are up to date and aware of the contents of this plan and the School's policy towards all types of discrimination
- challenge inappropriate language and behaviour
- tackle bias and stereotyping
- work to promote anti-bullying strategies as outlined in the School's Behaviour and Anti-Bullying Policy
- show a commitment to undertake development and training within this area
- engage with the School in eliminating any discrimination and act as a good example to pupil/students
- promote a positive working environment
- report back to their line managers immediately on any incidents relating to discrimination or victimisation, either by staff, pupil/students, or any other member of the school community, so that these incidents can be reviewed and action taken where necessary.

3.6 Pupil/students at the School will:

- engage with the School in eliminating any discrimination
- promote a positive work environment and a positive attitude towards equality, diversity and inclusion when both in school and off the school site

- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
  - work to promote the anti-bullying strategies outlined in the School's Behaviour and Anti-Bullying Policy
  - set a good example regarding behaviour and social awareness to younger pupil/students and their peers.

### 3.7 Parents, carers and visitors to the School are expected to:

- familiarise themselves with equality, diversity and inclusion at home
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the School's equality, diversity and inclusion policies
- work with the School to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality, diversity and inclusion policies when visiting the School or attending a school event

## 4 Key Groups at Risk

4.1 While the School recognises that any person or group of people can become victim to discrimination, victimisation or unfair treatment, people may be more at risk of becoming victims of inequality due to:

- Race
- Disability (temporary or permanent)
  - Educational and related decisions and actions regarding any pupil/students who have some sensory impairment, communication problem or physical handicap, are taken only after consultation with parents, health professionals and staff who have specific responsibility for their pastoral support. The School encourages any such pupil/students to use their normal aids for speaking, listening, reading or writing. In striving to meet individual needs, teachers may provide recommended computational, technological or other facilities, in order to adapt work spaces, equipment, instruments or furniture. The School's accessibility plan, approved by governors in accordance with The Disability Discrimination Act, specifies where adaptations to educational facilities are deemed appropriate.
  - You can find all the information about our School's SEN provision including our provision for inclusion in the School's Learning Support Policy and the School's accessibility plan.
  - Reasonable adjustments will be made following consultation with a medical professional for staff with a temporary or permanent disability.

- Gender, transgender and sexual orientation

The School will ensure that:

- All members of the School community are treated equally, regardless of gender, gender reassignment or sexual orientation
  - The School will promote understanding and respect of all these issues through its pastoral tutor programme and PSHE programme
  - Guidance is given on subject choices and careers encouraging pupil/students to consider non-stereotypical opportunities
  - Gender issues are considered when planning all aspects of the curriculum and provision
- Religion or belief
    - The School's policy is that religious studies should be accessible to all pupil/students. The School seeks to make appropriate arrangements to reflect the requirements of different religious faiths. These may include reasonable arrangements to allow for specific acts of religious observance in school.

## **5 Community Cohesion**

- 5.1 The School expects all of its pupil/students and staff to act respectfully towards members of the wider community that the School is part of at all times, whether this is part of a structured interaction or an informal interaction within the community.

## **6 Inclusion**

- 6.1 Promoting and practising inclusion in school lessons, around the school site, during all school activities and into the wider community is a key part of developing a positive attitude towards equality and people from different backgrounds. You can find more information regarding our provision for and policy on inclusion for SEND in the School's Learning Support Policy. The School provides internal schemes to support inclusion in lessons and around school.

## **7 Student Voice**

- 7.1 Through our support of Student Voice we encourage our pupil/students to have confidence in voicing their opinions and taking responsibility for the world around them. It is important that we teach our children how to engage in mature social interactions and get along with a variety of different types of people. This is developed through student voice by interactions between pupil/students from

different year groups, pupil/students and staff, and pupil/students and the wider community. The student council, prefect meetings, School debating teams, pupil voice sessions, pupil/student observers with teacher recruitment and positions of responsibilities such as house captains provide examples of where we value pupil/student voice.

## **8 Recruitment**

- 8.1 TPS is committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair. Recruitment and selection procedures will be reviewed on a regular basis to ensure that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status, pregnancy and maternity or sexual orientation.
- 8.2 TPS acknowledges that unfair discrimination can arise on occasion and so will ensure that the Equality Diversity & Inclusion Policy outlined in this plan is the foundation for all its activities.
- 8.3 Where a candidate is known personally to a member of the selection panel, it will be declared before shortlisting takes place. It may then be necessary to change the selection panel to ensure that there is no conflict of interest and that equality, diversity and inclusion principles are adhered to. More information about our recruitment procedures can be found in the School's recruitment policies.

## **9 Teaching and Learning**

- 9.1 Strategies should be adopted by all departments to ensure equality, diversity and inclusion across the School in terms of access to courses, resources and support.
- 9.2 Departments should ensure that their learning and teaching methods and resources:
  - depict a world view as seen by all genders and from differing racial or cultural perspectives;
  - are factually accurate and use contemporary text, illustrations, maps etc.
  - do not stereotype individuals or groups or perpetuate stereotypical ideas;
  - show the achievements of all genders, past and present;
  - show the achievements and attributes of different societies, past and present;
  - do not use caricature;
  - accurately reflect the diverse population of Britain today;
  - use dialect appropriately and avoid ridicule
- 9.3 Inappropriate or out-of-date material should be replaced.

## **I0 Pupil/students with English as an Additional Language**

10.1 Curriculum support should be provided where necessary for pupil/students whose first language is not English. The School is fully committed to providing an integrated language support system in the School Curriculum.

## **I I Access to Courses**

11.1 The School aims to ensure that:

- all pupil/students have similar access to the curriculum in each year group, as appropriate;
- all pupil/students follow a similar Scheme of Work in each year group, as appropriate;
- efforts are made to offer all pupil/students their entitlement to the whole curriculum using a variety of modes of delivery and resources;
- the current Schemes of Work satisfy the needs of pupil/students of all abilities, are sufficiently demanding to test the most able pupil/students to the full, and encourage those of average abilities and below to higher levels of achievement;
- In line with National Policy, parents can withdraw their children from certain elements in the curriculum e.g. aspects of sex education. Please refer to the RSE and PSHE Policy for more information.

## **Appendix 1**

### **Equality, Diversity & Inclusion Working Group**

#### **Terms of Reference (TofR)**

##### **The purpose of the EDI Working Group is:-**

- To provide advice and comment on the development and delivery of TPS EDI plans
- To raise relevant issues and concerns to SLT to enable SLT to develop an appropriate response
- To offer comment and advice on the development of appropriate policies and strategies to assist the school in striving for best practice
- To provide SLT with an opportunity to listen and seek views on and raise broader awareness about the school's priorities and progress with all our stakeholders.
- To seek views and comments from EDI champions
- To identify and promote examples of best practice in EDI
- To assist pupil/students' views about EDI being considered and appropriately responded to

##### **Expectations:-**

- To meet monthly
- All members of the group will be treated with respect; with all members listening, recognising and valuing diversity of opinion
- Meetings will be consultative in style and support a shared understanding of EDI issues
- All meetings should last no more than 45 minutes
- The summary note of the meetings will be recorded by the chair of the group, and a draft circulated via e-mail (to include SLT) to be formally agreed at the next meeting.

##### **Membership**

- Membership of the group will be agreed by the Principal

##### **Review**

The group will be reviewed annually by SLT in terms of TofR, output and group membership.