



Equality, Diversity and Inclusion Policy

Policy lead:	Jon Lawes
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Next review date:	September 2025
Approval needed by:	Headteacher Safeguarding Governors (Academy and Studio)

Introduction

Knutsford Academy and Cheshire Studio School are committed to creating an environment in which equality, diversity and inclusion are respected and celebrated through our teaching, the ways in which we act and conscious decision-making. This belief is reflected both in the Vision and Values (“Strong Community”) and in the Code of Conduct (“Respect Others”).

The schools will not tolerate discrimination of any sort and will actively seek to sanction groups and individuals as appropriate. At the heart of the schools is the desire to teach and learn and whilst discrimination may be sanctioned the schools will still want to educate those at fault in an effort to build a stronger community for the future.

What is Equality, Diversity and Inclusion?

The schools recognise the following as a definition of Equality, Diversity and Inclusion :

- **Equality** is about creating a fairer society where everyone has the opportunity to fulfil their potential.
- **Diversity** is about recognising and valuing difference in its broadest sense.
- **Inclusion** is about an individual's experience within school and society and the extent to which they feel valued and included.

The schools will use these definitions to help frame the conversations about progress, learning and decision-making taking place at every level of the school.

Equality, Diversity & Inclusion Objectives 2024-2027

1. To acknowledge and celebrate key cultural, ethnic, racial, and religious events, integrating them into the academic and pastoral curriculum, for staff and students, through inclusive activities that promote awareness, respect, and understanding across the school community.
2. To create and implement a programme of study for all students, devised in collaboration with students, that celebrates diversity, acknowledges protected characteristics and addresses issues of intolerance. This will lead to an understanding of which behaviours are acceptable, and which are unacceptable and thus emphasise the school's core values of kindness and respect.
3. To review relevant curriculum areas and their consideration of equality, diversity and inclusion across their subject areas. Following this, work with subject specialists to ensure that the curriculum is diverse, inclusive and decolonised and that the successes of minority groups are highlighted.
4. Maintain working spaces on the school website and across the school's social media pages that commemorates and highlights the school's good practice relating to equality, diversity and inclusion. This will include student work and key events.

Fostering Good Relations in the School Community

The school aims to build a “Strong Community” by fostering good relationships between those who share a protected characteristic and those who do not share those characteristics. This will be done through :

- Promoting tolerance, friendship and understanding of a protected characteristics through different aspects of our curriculum. This can be driven through PHSCE, SMSC, RE but just as importantly through all the other subjects within the curriculum.
- Holding assemblies dealing with relevant issues and involving invited speakers who will help us broaden our understanding and tolerance.
- Working with our local community and utilising the expertise that lies therein to develop all aspects of school life.
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils and individuals within the school.

What will we do about Equality, Diversity and Inclusion Learning?

Knutsford Academy and Cheshire Studio School recognise that a key part in the prevention of discrimination and intolerance is a robust package of education and learning. In school, this is driven through the PHSCE and SMSC curriculums. Learning, reflection and discussion around disablism, misogyny, racism, sexism, gender identity and LGBTQ+ is embedded in both the PHSCE curriculum and the SMSC programme allowing students the opportunity to develop an understanding and appreciation of others. This time will also allow them the opportunity to reflect on and understand the impact of their actions.

In addition to the PSHCE and SMSC work, students are entitled to a broad and balanced curriculum for which Subject Leaders will ensure that every opportunity to promote and enhance equality is planned for and delivered within their subject area.

The ‘Personal Development Curriculum’ which encompasses Equality, Diversity and Inclusion learning will be regularly monitored and reviewed to quality assure the planning and delivery of the curriculum as well as the understanding of our students.

The Senior Deputy Headteacher with responsibility for Personal Development and the Head of PHSCE and Head of SMSC are responsible for ensuring that this work is age appropriate and address both national and local issues.

Forms of Discrimination

The schools are aware that there are several form of discrimination many of which are similar to bullying (please see Bullying Policy) although in terms of discrimination in relation to protected characterises these incidents do not need to be sustained over time and can be singular one-off incidents. These incidents may involve one or more of the following actions :

- Physical
- Verbal
- Social
- Unconscious bias

These incidents may occur in person or online.

The protected characteristics are that are relevant to students at the schools are :

- age
- disability
- gender reassignment
- race
- religion or belief
- sex
- sexual orientation

Equality, Diversity, Inclusion and Behaviour

The school recognises that at times students will transgress appropriate EDI behaviour. On such occasions the school will have a two staged approach using suitable sanctions whilst at the same time looking to provide appropriate bespoke learning to ensure that there are no similar future events.

Guidance around investigating such incidents and the sanctions and support for all concerned can be found in the following policies :

- Behaviour Policy
- Bullying Policy
- Exclusion Policy

If appropriate the school will seek support from the local PCSO and the school Liaison police officer.

Conclusion

Whilst this policy will be reviewed formerly every two years by the Headteacher and Safeguarding Governors it is important that the policy is responsive and develops to changes at national and local level. These changes will be completed by the policy lead in conjunction with relevant members of staff.

Links with other Policies

This policy must not be viewed in isolation and should only be viewed alongside the following policies :

- Behaviour Policy
- Bullying Policy
- Exclusion Policy