

Equality, Diversity and Inclusion Policy

Policy Lead: Rachel Davies

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Next Review: January 2027



Ethos & Values

At **Sir William Stanier School** we are committed to ensuring that all students can grow into happy, healthy and confident young people with the ability to fulfil their true potential in life. We promote equality, respect and inclusion, alongside high expectations for all members of our community.

Our ethos is underpinned by our three core values:

Opportunity, Community and Courage

These values shape our approach to education, relationships and personal development and are reflected in all aspects of school life.

This means that we are committed to:

- creating **opportunity** for all students to succeed through high-quality teaching, inclusive practice and access to enrichment beyond the curriculum
- fostering a strong sense of **community**, where everyone feels valued, respected and able to contribute positively
- encouraging **courage** in students and staff to challenge inequality, stand up for others, embrace difference and strive for excellence

Diversity Statement

As a school we embrace diversity and are strongly committed to the promotion of diversity and equality for staff, students and all visitors to the school. Full details of our Equality Policy can be found in our School Policies section.

Sir William Stanier School strives to be inclusive and is committed to building a caring community by ensuring equality of education and opportunity for all of its members, irrespective of race, gender, disability, religion or faith, sexual orientation, gender identity or socio-economic status. We recognise that we are part of an increasingly diverse society and believe it is important to actively promote equality and diversity so that our young people understand and celebrate the richness that derives from spending time with people from a wide range of cultural and ethnic backgrounds. This helps to prepare them for adult life in a multicultural, multilingual Europe that is interdependent with the rest of the world.

In promoting equality and diversity, we seek to eliminate harassment, direct or indirect discrimination, and bullying or victimisation for any reason, but particularly on the grounds of sex, race, disability, gender reassignment, sexual orientation, religion or belief. These values are actively promoted within the school and are increasingly embraced by our students, many of whom seek to raise awareness and understanding of issues surrounding inequality and intolerance.

At Sir William Stanier School, pupils are encouraged to play an active role in developing an inclusive and respectful school culture. Opportunities are provided for student voice, leadership and participation in initiatives that promote equality, wellbeing and inclusion. Assemblies, form time and curriculum provision are used to promote diversity and equality through structured discussion, reflection and age-appropriate resources.



Sir William Stanier School has developed this policy as a statement of its commitment to promoting equality, diversity and inclusion within our school community. It seeks to ensure that all members of the school are valued equally, regardless of religion or belief, disability, race, gender, sexual orientation or transgender identity. Whilst socio-economic status is not a specified protected characteristic under equality legislation, we recognise that poverty and social exclusion can exacerbate disadvantage and inequality.

Legal Framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender identity and maternity and pregnancy), religion and belief, and sexual orientation.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding Principles

In fulfilling the legal obligations outlined above, Sir William Stanier School is guided by the following nine principles.

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally does not necessarily mean treating everyone the same. Our policies, procedures and activities must not discriminate, but must take account of differences in life experience, background and the barriers people may face in relation to:

- disability, ensuring reasonable adjustments are made



- ethnicity, recognising different cultural backgrounds and experiences of prejudice
- gender, recognising the different needs and experiences of girls and boys, women and men
- religion, belief or faith background
- sexual identity

Principle 3: We foster good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not by:

- promoting tolerance, understanding and respect through the curriculum, including GROWTH and RE as well as across other subject areas
- ensuring pupils are aware of behaviour and anti-bullying expectations
- holding assemblies addressing equality and diversity themes
- working with the local community, including faith and community groups where appropriate
- encouraging participation in school leadership, clubs and enrichment activities
- working in partnership with parents and carers to promote understanding and inclusion

Principle 4: Equalities practice in staff employment

We observe good equalities practice in staff recruitment, retention and professional development, ensuring policies and procedures benefit all employees and applicants regardless of:

- disability
- ethnicity, culture, religion or national origin
- gender, sexual orientation or gender identity
- pregnancy or maternity status

Principle 5: Reducing inequalities

We aim to reduce and remove inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men
- people of all sexual orientations and gender identities



Principle 6: Engagement and consultation

We engage with a range of groups and individuals to ensure those affected by policies or activities are consulted and involved in their design and review, including:

- disabled people
- people from different ethnic, cultural and religious backgrounds
- women and men, girls and boys
- people of all sexual orientations and gender identities

Principle 7: Wider social benefit

Our policies and practices aim to benefit society locally and nationally by fostering social cohesion and participation among:

- disabled and non-disabled people
- people from a wide range of backgrounds
- women and men, girls and boys
- people of all sexual orientations and gender identities

Principle 8: Evidence-informed practice

We base our practices on sound evidence and maintain information demonstrating compliance with the Public Sector Equality Duty under the Equality Act 2010.

Principle 9: Objectives

We set, publish and review specific and measurable equality objectives based on evidence and consultation, and report annually on progress.

The Curriculum

We regularly review curriculum provision to ensure teaching and learning reflect the principles of equality, diversity and inclusion outlined in this policy.

Ethos and Organisation

We ensure these principles apply to all policies and practices, including those relating to:



- pupil progress, attainment and achievement
- personal development, welfare and wellbeing
- teaching styles and strategies
- admissions and attendance
- staff recruitment and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- partnership with parents and carers
- engagement with the wider community

Addressing Prejudice and Prejudice-Related Bullying

Sir William Stanier School is opposed to all forms of prejudice, including:

- prejudice relating to disability and special educational needs
- racism and xenophobia, including antisemitism and Islamophobia
- prejudice against migrants, refugees and travellers
- sexism, homophobia, biphobia and transphobia

All prejudice-related incidents are recorded and addressed in line with school procedures.

Roles and Responsibilities

The governing body is responsible for ensuring compliance with legislation and oversight of this policy.

The headteacher is responsible for implementation, staff training and addressing discrimination.

A senior leader has day-to-day responsibility for coordination.

All staff are expected to promote inclusion, challenge prejudice, support EAL learners, complete safeguarding training and remain up to date with equality legislation.

Information and Resources

This policy is shared with staff, governors, pupils and parents as appropriate. Relevant resources are available to support understanding and implementation.



Religious Observance

We respect religious beliefs and practices and accommodate reasonable requests.

Staff Development and Training

All staff receive appropriate training to support equality, diversity and inclusion.

Breaches of the Policy

Breaches are addressed in line with school procedures.

Monitoring and Review

Data is collected and analysed to monitor the impact of this policy and inform review.

Complaints

Complaints relating to this policy will be managed through the school's complaints procedure.