

Queenswood



# Equality, Diversity and Anti-Racism Policy

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## ***1. Policy Statement***

Queenswood is committed to ensuring that all member of the School community, including boarders, day pupils and staff, are able to work and learn in a supportive, caring and safe environment, free of discrimination. We understand and take seriously our responsibility as educators to ensure that we promote the message of equality, embrace diversity and are actively anti-racist in our curriculum, our ethos and our teaching; we understand the need to address, in meaningful and sensitive ways, all of the issues that young people face in these areas.

Queenswood is committed to fostering an inclusive and tolerant environment, in which the wellbeing of every young person comes first. Should a pupil ever be worried about racism or feel they have been the victim of abuse of any kind, they should report it immediately as racism will not be tolerated.

We also understand, as an independent school, our position of privilege. We are a community that has always sought to promote and support a deeper understanding of equality, diversity and anti-racism but we also understand that we can and should do more. This includes a commitment to increasing the racial diversity of our curriculum. We must also equip our pupils with the knowledge and skills to meaningfully reflect on difficult concepts such as accepting diversity and countering entrenched racism. As educators, we want to work hard to better understand the issues at hand and make changes that will be genuinely impactful.

## ***2. Policy Aims and Objectives***

The aims and objectives of this policy are to:

- challenge racial discrimination, racist behaviour, racist language or harassment, prejudice and racial stereotyping, however thoughtless or unintentional;
- make sure that all pupils and staff are encouraged and supported to achieve their full potential;
- provide an environment which respects and values diversity and shows consideration for the traditions, cultures and religious practices of people from different racial groups and different geographical regions;
- prevent direct and indirect, overt and covert discrimination on grounds of race, religion or geographical origin
- assist in the identification of possible barriers to equality of opportunity for pupils and staff and to ensure that these barriers are addressed where possible.

## ***3. The School Community***

Queenswood welcomes pupils from all faith backgrounds and none; we encourage all pupils to reflect on spiritual, moral and social questions and our approach is influenced by our Christian ethos and tradition. The school community is made up of pupils, parents, legal guardians, teachers, support staff and governors from many different races, creeds and backgrounds.

#### ***4. Understanding and tackling Racism***

Racism is a form of bullying. It can be both (a) **institutional** and (b) **personal**, overt or subtle, intentional or unintentional.

**a) Institutional racism:**

- *The Stephen Lawrence Inquiry Report* defined this as: ‘The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.’
- When a pupil is subject to racist bullying or harassment, their behaviour and attainment are likely to be affected; if the behaviour is treated in isolation without taking into consideration the issues and effects of racism, this can be described as institutional racism. The racist element must be explicitly recognised and dealt with.
- This type of racism is also covert and indirect and therefore can be difficult to identify and address. It is often evident in the assumptions, beliefs and values that affect people’s instinctive responses. It can be demonstrated subconsciously in subtle ways and Queenswood recognises the need consciously to challenge such attitudes.

**b) Personal racism:**

This is often direct and identifiable and can be manifested through harassment and offensive behaviour in the following ways:

- Physical assault against a person or group due to their colour, ethnicity, geographical origin or culture;
- Derogatory name calling, insults, ridiculing and racist jokes;
- Racist graffiti;
- Provocative behaviour such as wearing racist badges or insignia;
- Verbal abuse and threats;
- Incitement of others to behave in a racist way;
- Racist comments within the context of lessons.

Alleged incidents of racism should be investigated in line with our Pupil Behaviour Policy and Anti-Bullying Policy. If an incidence of racism is proven, the Deputy Head Pupils will need to be informed, so that a thorough investigation can take place and an appropriate sanction can be agreed with the Principal.

Possible disciplinary action by the school could include:

- an official warning from the Deputy Head Pupils after a proper apology has been made;
- a Head of Year or Deputy Head detention;
- exclusion from certain areas of school premises and life (such as lessons or co-curricular activities);
- in serious cases or where there is extreme or repeated racism, a fixed-term exclusion from the school;
- continued racist behaviour will be incompatible with staying at the school and permanent

exclusion may be used in such cases.

It is important that the victim of the racist incident is made to feel comfortable with the outcome of any disciplinary measures taken. It is also important to remember that anyone who has been a victim of a racist incident has the legal right to report it as a crime to the police.

### ***5. Equal Treatment, preventing discrimination and recognition of Protected Characteristics***

Discrimination may be direct or indirect, or arising from disability. It may occur intentionally or unintentionally.

Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic (as set out below). Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity).

Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race.

Queenswood recognizes the benefits of having a diverse school community with individuals who value one another, and the different contributions everyone can make. The school is committed to being an equal opportunities education provider and will promote equal treatment for all members of the school community. In the provision of equal opportunities, the School recognises and accepts its responsibilities under the law and opposes discrimination on the basis of the following protected characteristics:

- gender;
- pregnancy and maternity;
- gender reassignment;
- race;
- disability;
- religion or belief (including lack of religion or belief);
- sexual orientation;
- marital or civil partnership status (in the case of adult members of the School Community); and
- age.

Queenswood will tackle inappropriate attitudes and practices through staff members leading by example, through the personal, social, health, citizenship and economic education (PSHCEE) programme, through assemblies, through Chapel, through the supportive School culture and through the School's policies.

Inappropriate attitudes and practices will be challenged. Pupils will be encouraged to value and respect appropriately all members of the school community.

## ***6. Inclusivity regarding disabilities***

Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability, and this treatment cannot be shown to be a proportionate means of achieving a legitimate aim.

Queenswood welcomes applications for places from people who have a disability within the meaning of the Equality Act 2010. Every application will be processed and considered fairly; all that is reasonable will be done to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone.

The School will make reasonable adjustments to its systems and procedures in order to accommodate disabilities of which it has been made aware as set out in the School's Accessibility Plan. However, parents and guardians must take on board the school's site and financial limitations and work with them to agree any reasonable adjustments and consider cost and staffing implications.

The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage, compared to other users. Where possible and proportionate, the School will take steps to improve access for disabled users of the premises. The School has an Accessibility Plan, which is kept under review and revised as necessary.

## ***7. Inclusivity regarding Special Educational Needs and English as an Additional Language (EAL)***

Queenswood is an inclusive community and opposes all bullying and unlawful discrimination on the basis that a person has a special educational need or learning difficulty (SEND) or because English is an additional language (EAL).

The School maintains and promotes a positive culture towards inclusion of disabled people within the Equality Act 2010 and those with special educational needs according to the SEND Code of Practice and will not treat pupils and their parents or legal guardians less favourably on these grounds.

Queenswood is guided by the principles of the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. The SENCO, Head of the Personalised Learning Centre, is available for consultation, as appropriate. Pupils with special educational needs may have an Individual Education Plan (IEP), which will be reviewed and monitored carefully. The EAL department will provide appropriate support for pupils for whom English is not their first language.

The School has an on-going duty to make reasonable adjustments for SEND and EAL pupils in respect of the education and associated services provided, to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. In making "reasonable adjustments", the School endeavours to provide relevant auxiliary aids and services for SEND and EAL pupils and will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids or services. However, parents and guardians must take on board the school's site and financial limitations and work with them to agree any reasonable adjustments and consider cost and staffing

implications.

## ***8. Bullying***

Queenswood will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:

- bullying relating to race, religion, belief or culture,
- bullying related to SEND
- bullying related to appearance or health conditions,
- bullying relating to sexual orientation,
- bullying of young carers or looked after children, or otherwise related to home circumstances,
- sexist or sexual bullying.

The School's Anti-Bullying Policy contains more details about the School's anti-bullying practices.

## ***9. The curriculum***

Following on from our aims, we are committed to reflecting on the appropriateness of our curriculum in raising and educating young people in these issues and promoting voices and ideas from a wide variety of cultures and races. We feel that we have always tried to address these issues, but we also see the need to reflect and to do better to ensure that future generations are better educated and do not act inappropriately out of ignorance.

We actively carry out a school-wide review of the relevant curriculum areas on a regular basis with regards to how we more actively address issues of race and prejudice and how we can better support the equality and diversity. We are also reviewing our anti-bullying policies to ensure they explicitly protect black pupils and those of other ethnic minorities from bullying, harassment and attack. We are determined in our goal to provide the best possible education to pupils.

Awareness of this policy among staff will be raised through induction and maintained by means of discussion at staff meetings and in Heads of Department and Department meetings when reviewing the curriculum with particular reference to PSHCEE and RS lessons, Chapel services and assemblies. Pupils are valued for their diversity and differences and, in turn, encouraged to value and respect others.

## ***10. Teaching and Learning***

Efforts are made to recognize the possibility of bias (for example, gender or racial), so that this can be eliminated in both the School's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

## ***11. Admissions***

Queenswood will provide all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs. The School will not discriminate on these grounds in the terms on which a place is offered.

Candidates for admission as pupils are required to satisfy the academic and character requirements current at the time of admission and entry to the School. Further information can be found in the School's Admissions Policy.

## ***12. Religion***

Queenswood has a Methodist foundation but accepts all members of the community equally, regardless of their faith, or lack of faith. The School encourages all pupils to contemplate spiritual and moral questions about the nature of reality, reflecting the range of worldviews present within our community. While our assemblies and services will, at times, reflect our Christian heritage, Queenswood respects the right and freedom of individuals to worship in accordance with other faiths, subject always to their respecting the rights and freedoms of the school community as a whole.

## ***13. Exclusions***

The School will not discriminate against any pupil by excluding them from the School, or by subjecting them to any other detriment, on the grounds of gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief, or special educational needs.

## ***14. School uniform***

School will consider reasonable requests to alter the School Uniform; for example, for genuine religious requirements and if required to provide reasonable adjustments for disabled children.

Certain items of jewellery and headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare in certain lessons and the School's existing Uniform Policy. Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or their parents to the Deputy Head Pupils, who will advise in this area.

Reasonable adjustments may be required to the School Uniform for disabled pupils who require them. The pupil or their parents should refer the matter to the Deputy Head Pupils to ensure all reasonable adjustments are made to accommodate the pupil.

## ***15. Assemblies and Chapel Services***

The School's religious ethos is Christian but recognises and fully accepts those of all faiths or none; the School, encourages all pupils to contemplate spiritual and moral questions, reflecting the range of worldviews present within our community. The School respects the right and freedom of individuals to worship in accordance with other faiths subject always to their respecting the rights and freedoms of the school community as a whole and considerations of safety and welfare.

The majority of school assemblies are not religious in nature and cater for pupils of any or no religion. The School will make every effort to support individual pupils with particular cultural needs (religious, ethnic, creative, etc.) provided that the same are consistent with the law and the inclusive ethos and tradition of the School.

The school will grant requests of absence, related to religious observance, wherever possible and reasonable on grounds of belief.

### ***16. Catering***

The School can provide for most special dietary requirements whether related to allergen, intolerance or for religious or cultural reasons. Individual catering plans are created for pupils with food allergies. The Catering Manager is responsible for providing allergen advice within the catering team, and pupils with a specific allergy are encouraged to ask the catering team to make sure that they know exactly what each dish contains.

### ***17. Monitoring***

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

To ensure that this policy is operating effectively and encourages diversity in the School, all reported breaches of this policy will be recorded, and this record will be reviewed annually by the SLT through the complaints, behavior and bullying logs.

### ***18. Complaints***

A pupil, parent, or guardian who believes that they (or the pupil) have received less favourable treatment on any of the grounds referred to in this policy may make a formal complaint in writing in accordance with the School's Complaints Policy, a copy of which will be available on request.

All complaints will be taken seriously and promptly investigated. Disciplinary action may be taken against any member of the school community who is found to have acted in contravention of this Policy.

### ***19. Confidentiality***

The School will have due regard to any request by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the



person's disability as confidential.

***Other related School policies and procedures***

- Safeguarding Children (Child Protection) Policy
- Anti-Bullying Policy
- Expulsion and Removal Policy
- IT Policy (Pupils)
- Staff Code of Conduct
- Accessibility Plan
- Admissions Policy
- Mobile Phone Policy
- Pupil Behaviour Policy
- Guidelines for the Use of Physical Restraint
- Keeping Children Safe in Education (2020)

