



## **Campion School Equality, Diversity and Inclusion Policy**

### **Introduction**

This policy outlines the commitment of the staff and trustees of Campion School to ensure that equality of opportunity is available to all members of the school community. We are committed to provide all pupils with a curriculum that provides equality of opportunity and freedom of expression. We are committed to overcoming sexist, racist and classist attitudes with an approach that seeks to raise consciousness and develop positive attitudes.

### **Aims and Expectations**

At Campion School, we do not discriminate against anyone, be they staff or pupil, on the grounds of their gender, race, colour, sexual orientation, religion, nationality, ethnic or national origins. We promote the principles of fairness and justice for all through the education that we provide. We constantly strive to remove any form of indirect discrimination that may form barriers to learning. We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve. We challenge stereotyping and prejudice whenever it occurs and recognise that prejudice and stereotyping is often caused by low self-image and ignorance. We celebrate the cultural diversity of our community and show respect for all minority groups.

### **Scope**

At Campion School, equality is a key principle for treating all people the same. We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community has the right to feel safe, secure, valued and of equal worth. We recognise that community members may belong to vulnerable groups including:

- Age
- Sex
- Disability
- Ethnicity
- Gender Reassignment
- Religion or Belief
- Sexual Orientation
- Marriage or Civil Partnership
- Pregnancy or Maternity
- Disabled children or those that have special needs
- The highest and lowest attaining children and learners
- Children and learners from minority ethnic groups
- Lesbian, gay and bisexual children and learners

- Transgender children and learners
- Young carers
- Children and learners with medical conditions
- Less advantaged children and learners

### **Promoting Equality through Teaching & Learning**

We aim to provide all our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure quality of access for all pupils and prepare them for life in a diverse society.
- Use materials that reflect a range of cultural backgrounds, without stereotyping.
- Promote attitudes and values that will challenge discriminatory behaviour.
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- Provide opportunities for pupils to reflect on the commonality between humans, irrespective of culture, religions, lifestyles and worldviews.
- Provide opportunities for pupils to learn about the importance of human rights/children's rights.
- Use a range of sensitive teaching strategies when teaching about different cultural and religious traditions.
- Develop pupils' advocacy skills so that they can detect bias, challenge discrimination, leading to justice and equality.
- Seek to involve all parents in supporting their child's education.
- Provide visits and extra-curricular activities that involve all pupil groupings.
- Take account of the performance of all pupils when planning for future learning and setting future targets.
- Make best use of all available resources to support the learning of all groups of pupils.
- Identify resources that support staff development.
- Promotion of British values across the curriculum linked with school values and virtues.
- Promotion of International Mindedness.
- Seek to identify opportunities to teach Social, Moral, Spiritual, and Culture within the taught curriculum and wider co-curricular offer.

### **Curriculum**

At Campion School, we aim to ensure that our:

- Planning reflects commitment to equality in all subject areas and cross-curricular themes promoting positive attitudes to equality and diversity.
- Pupils will have opportunities to explore concepts and issues relating to identity and equality.
- All steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils and their linguistic needs are taken into account.
- All pupils have access to qualifications that recognise attainment and achievement and promote progression.

### **Learning Environment**

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability or social background. All pupils are encouraged to improve on their own achievements

and not measure themselves against others. Parents are also encouraged to view their own children's achievements in this light. To ensure the desired outcomes, we recognise:

- Teacher enthusiasm is a vital factor in achieving a high level of motivation and good results from all pupils.
- Adults in the school will try to provide good, positive role models in their approach to all issues relating to equality of opportunity.
- The school aims to provide an environment in which all pupils have equal access to all facilities and resources.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching pedagogies are utilised throughout the school to ensure that effective learning takes place at all stages for all pupils.

### **Resources and Materials**

The provision of good quality resources and materials within Champion is a high priority.

These resources will:

- Reflect the reality of an ethnically, culturally and sexually diverse society.
- Reflect a variety of viewpoints.
- Show positive images of different ethnic groups, males and females in society, and people with disabilities.
- Reflect non-stereotypical images of all groups in a global context.
- Include materials to raise awareness of equality and diversity issues.
- Not promote, explicitly or implicitly, racist, anti-disability, sexist, homophobic or ageist views.

### **Language**

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes.
- Does not intentionally offend.
- Creates and enhances positive images of particular groups identified at the beginning of this document.
- Creates the conditions for all people to develop their self-esteem.
- Recognises the individuality and background of all members of the school community, with everyone endeavouring to spell and pronounce names correctly.
- Uses appropriate terminology in referring to particular groups or individuals.
- Champion will make appropriate provision for all EAL/bilingual children to ensure access to an appropriate curriculum.

### **Pastoral Care**

The school's pastoral care system promotes respect and understanding of others, and ourselves, acknowledging that our community is strengthened by diversity. Wellbeing, social cohesion and academic resilience underpin the sense of belonging and acceptance our pupils need to overcome challenges effectively and develop a strong sense of self.

Whilst all staff are responsible for the pastoral care of our pupils, Year Tutors (Senior School) and Class teachers (Junior School) have a duty to ensure equality, diversity and inclusive practice are upheld. This is overseen by the Assistant Head (Pastoral) in the Senior School, and the Deputy Head in the Junior School.

Year Tutors and Class teachers aim to:

- Acknowledge and celebrate the positive impact of diversity within year groups, tutor groups and Houses.
- Deliver dedicated assemblies and tutor time activities stressing the school's shared values of inclusion, tolerance, kindness, care and unconditional respect for members of the school and wider community.
- Actively challenge and report bias and stereotyping during form time and pupil interaction outside the classroom.
- Encourage pupils to celebrate their unique contribution to the school through pupil voice, leadership roles and participation in initiatives that shape the future of the school, such as School Council, extracurricular clubs and CAS activities.
- Understand the impact of discrimination on pupil wellbeing and mental health, remaining alert to our own bias and the impact of power dynamics between dominant and minority groups. This includes having an awareness of how intersectionality (understanding how aspects of a person's social and political identities combine) can create different modes of discrimination and privilege.
- Use data from attendance records, reporting, rewards and sanctions and pastoral systems to ensure that pupils are not disadvantaged or discriminated against.
- Provide inclusive and accessible support systems, ensuring that access to counselling, mentoring and external agencies reflect the diversity within our community.
- Work with parents regarding factors such as caring responsibilities, disability, gender reassignment and family relationships to reduce barriers to learning and support equality of opportunity.
- Emphasis is placed on the value that diversity brings to the school community rather than the challenges.

### **Harassment and Bullying**

It is the duty of the school to challenge all types of discriminatory behaviour e.g.

- Unwanted attention (verbal or physical).
- Unwelcome or offensive remarks or suggestions about another person's appearance, character, race, ability or disability, sexuality, gender (or transgender).

The definition used at Champion School to describe a racist incident is any incident that is perceived to be racist by the victim or any other person. In relation to this statement, race can be defined as colour, nationality (including citizenship), ethnic or national origins, ethnic or national group.

It will be the norm for parents/carers of the victim and the perpetrator to be notified of the incident, unless there are specific circumstances that make this inappropriate.

### **The Look and Feel of the School**

We aim to:

- Promote an 'openness' of atmosphere and mutual respect which welcomes everyone to the school.
- Encourage pupils to greet visitors to the school, and adults within the school, with friendliness and courtesy.
- Ensure that the everyday look and feel of the school reflects our diverse pupil body.

- Ensure that our caterers are celebrating our diverse culture regularly and the types of food offered reflect the diverse community of the school.
- Ensure that our behaviour code, staff dress code and uniform code takes into account issues of diversity and inclusion.
- Ensure that school events, visiting speakers and whole school initiatives reflect our diverse pupil body.
- Ensure the displays around the school are of a high quality and reflect diversity across all aspects of school life and are frequently monitored.

### **Admissions**

The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. The School accepts applications from, and admits, pupils irrespective of any protected characteristic.

Parents must inform the School when completing the registration form of any special circumstances affecting their child (such as learning support needs) which may affect the child's ability to fully participate in the education provided by the School.

### **Religious Belief**

Although the School does not actively promote a religious ethos, the school calendar is set around Christian (Greek Orthodoxy) beliefs.. The School welcomes and respects the rights and freedoms of individuals from other religions and faiths (or no religion or faith).

Absence from school for religious observance is allowed and will be marked as authorised where the School is satisfied that the day has been set aside by the religious body and the parents of the child are members of that religious community. The school recognises that religious observance has an important part to play in valuing the spiritual development of all members of our community, strengthening social cohesion, developing a strong sense of self and celebrating shared values.

Adaptations will be made to the school's uniform code for religious observance.

### **Reasonable Adjustments**

The School will endeavour to make reasonable adjustments (case-by-case considerations) for staff or pupils who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender. The School is not legally required to make alterations to the School's physical environment as part of the reasonable adjustments duty. However, the School will monitor and review the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to pupils or staff with disabilities and/or neurodiversity.

### **Staff Recruitment and Professional Development**

The School is committed to:

- ensuring that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position.
- increasing the ethnic diversity of the teaching staff, and increasing the diversity of all staff, with a focus on underrepresented groups – such as the ethnic diversity of staff.

- Recognising that diversity broadens people's range of role models, helps others overcome unconscious bias and improves organisational change.

Application and recruitment processes will be monitored to actively target a more diverse applicant pool.

We undertake to encourage the career development and aspirations of all individuals irrespective of background or employment status. It is our desire to provide staff with training and development, which will increase awareness of the needs of different groups of pupils in the various dimensions of equality of opportunity and employees are encouraged and supported to take responsibility for their own learning and development in the context of our Equality, Diversity and Inclusion strategy.

### **Responsibilities**

All Staff are responsible for:

- Positively role model inclusive and anti-discriminatory behaviour, including a spirit of reflection and willingness to be open to challenge.
- Support and participate in any measures introduced to promote equality, diversity and inclusion and report any issues associated with equality and diversity in accordance with this policy.
- Be alert to and actively challenge any forms of discrimination, victimization, harassment or bullying, including banter.
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture, taking all reasonable steps to prevent discrimination, harassment and victimisation from taking place
- Make effective and reasonable adjustments where appropriate to meet the individual needs of staff, pupils and visitors

It is the responsibility of the Junior and Senior Leadership Team's to:

- Ensure effective implementation of this policy and its procedures.
- Ensure that all staff are sufficiently aware and trained within equality, diversity and inclusion.
- Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors.
- Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment.
- Ensure that all visitors and contractors are aware of, and comply with, this policy.
- Monitor school data to identify where bias may be playing a role in decisions or outcomes, a number of areas will be routinely monitored, including: admissions data, scholarship applications, recruitment data, examination results and post 18 destinations. This will be done within the GDPR and confidentiality of personal information protocols and will be reported in such a way that does not identify any individuals.
- Ensure transparency in assessing the impact of the school's Equality, Diversity and Inclusion strategy and accountability for future goals.

It is the Trustees' responsibility to:

- Ensure that the School complies with its equality obligations.
- Ensure that the School's policies and procedures are monitored in light of this policy and the School's wider equality obligations

- From time to time be involved alongside the Head in dealing with serious breaches of this policy.

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## Appendix 1 – Terminology

Affinity Bias	The tendency to connect with people who look and seem most like ourselves and avoid those who are different.
Ally	Ally is a term used for people who support a social group other than their own, by acknowledging disadvantage and oppression, taking action on the behalf of others.
Allyship	Allyship is using your position of privilege to make a more inclusive culture.
Asian	Refers to a huge group – including Indian, South-East Asian and Chinese
BAME	(Black, Asian & Minority Ethnic) first used in the 1970's during the antiracist movement/ fighting discrimination. Definition includes anyone who is not white British – including travellers, etc. Useful when making comparisons to the majority group but should not be used to talk about one group.
Black (or Black, African & Caribbean)	Used to specifically refer to Black heritage
Black Lives Matter	The International human rights movement - began in 2013 by a Californian woman Alicia Garza who wrote a Facebook post in response to the man who shot dead teenager - Trayvon Martin
Cisgender or Cis	Refers to a person whose gender identity is the same as the sex they were assigned at birth. Often used by the allies, who by using this term recognize that trans people exist and matter.
Culture Fit	Individual attitudes, values, behaviours, and beliefs being in line with the core values and culture of an organisation.
Discrimination by association	Direct discrimination against someone because they associate with another person who possesses a protected characteristic.
Direct discrimination	Occurs when someone is treated less favourably than another person because of a particular characteristic (age, disability, gender reassignment marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).
Discrimination	Discrimination is the act of making unjustified distinctions between people on the basis of race, gender, age, religion, or sexual orientation, as well as other categories listed as protected characteristics
Discrimination arising from disability	Occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
Diversity	Applies to a range of characteristics such as sexual orientation, ethnicity, gender and gender identity, religious belief, socio-economic background, physical or mental ability and age, and refers to the differences that can occur within each characteristic. Recognising the strengths, that difference brings to an organisation.
Equality	Treating all people the same, assuming they will all benefit from the same support.
Equity	Treating people differently, in accordance with what support they need to achieve equality of opportunity or address unique barriers
Gay	Someone who is sexually attracted to people of the same sex
Gender	Gender is a social and cultural construct of “female” and “male”. Although our sense of gender can align with our assigned sex, it goes well beyond chromosomes.
Gender dysphoria	Gender dysphoria often occurs in transgender or genderqueer people. Gender dysphoria is often used to describe when a person feels uncomfortable identifying as the gender they were born with, and feeling distress with their gender identity.
Gender expression	How a person chooses to outwardly express their gender, within the context of societal expectations of gender. A person who does not conform to societal expectations of gender may not, however, identify as trans.
Gender Identity	Gender identity is personal: it's how we see and define ourselves.
Genderqueer	Someone who does not subscribe to conventional gender distinctions but identifies with neither, both or a combination of male and female genders.
Harassment	Occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an



	individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual".
Hate Crime	A criminal act directed at an individual because of their real or perceived religion, ethnicity, nationality, gender, sexual orientation or disability. Hate crimes can also be committed against property
Homophobia	A strong dislike or fear of lesbian sexual orientation, heterosexual sexual orientation, gay male sexual orientation, and bisexual sexual orientation.
Identity	The qualities of a person or group that make them different from others
Inclusion	Inclusion is the result of welcoming, respecting, supporting, involving, valuing and empowering those around you equally.
Intersectionality	The interconnected nature of social categorisations; recognising that demographic groups (e.g. Black, women, Asian) are not homogenous, and that individuals may identify within many different groups.
Intersex	The term is used to describe a person who may have the biological attributes of both sexes or whose biological characteristics do not fit within traditional societal assumptions about what it means to be male or female.
Indirect Discrimination	Occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic.
Islamophobia	The fear of Islam - refers to prejudice or discrimination against Muslims and incorporates the perceptions that Islam has no values in common with other cultures, is inferior to western beliefs and is a violent political ideology rather than a religion.
LGBTQ+/LGBTQI	The acronym for lesbian, gay, bi, trans, questioning (or queer), intersex + other gender variants. This is the most inclusive, all-encompassing term for the gay community, including those with non-cis gender identities.
LGBTQIA	LGBTQIA is an acronym and refers to lesbian, gay, bisexual, transgender, queer or questioning, intersex, and asexual or allied.
Mansplain	Mansplain is a combination of two words – “man” and “explain”. Mansplaining refers to a man explaining something to someone, typically a woman, in a manner regarded as condescending or patronising.
Microadvantages	Microadvantages are facial expressions, gestures, tone of voice and choice of words that are even more subtle than micro-affirmations, but equally as important in making a person feel appreciated and valued.
Microaffirmations	Microaffirmations are subtle acknowledgments of a person's importance and accomplishments, which creates a feeling of being valued and a sense of belonging.
Microaggression	Microaggressions are seemingly harmless but impactful everyday slights and exclusions that negatively highlight an individual's Otherness.
Multiracial, mixed heritage, dual heritage, mixed-race, mixed-ethnicity – or simply “mixed”	Terms describing a person who has parentage or ancestors from more than one ethnic and/or racial group. Some people can get confused between interracial and biracial. An individual can be described as biracial if their heritage is mixed; interracial, on the other hand, is used to describe relationships or interactions between individuals from different racial groups.
Neurodiverse	Neurodiversity describes a spread of neurological differences (learning and developmental difficulties, ADHD and Autism are examples).
Non-Binary	Refers to a person who doesn't identify as only male or only female, or who identifies as both.
Pan	Refers to a person whose romantic and/or sexual attraction towards others is not limited by sex or gender.
Person of Colour	The term " <b>person of colour</b> " is primarily used to describe any person who is not considered "white"
Perception discrimination	Direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
Prejudice	Preconceived opinion that is not based on reason or actual experience
Privilege	Unearned benefits given to people owing to membership of a specific social group relating to aspects of their identity. Those aspects can include race, gender, sexual orientation, ability and religion, as well as privilege related to wealth and class.
Pronoun	Words used to refer to people's gender – for example, 'he' or 'she'. Some people prefer gender-neutral language and use pronouns such as they/their and ze/zir.

Protected Characteristic	Grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
Psychological Safety	Psychological safety is a belief that you will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes.
Questioning	Used to describe a person who may be processing or questioning their sexual orientation and/ or gender identity
Racism	Refers to the discrimination including harassment, violence and unequal treatment targeted at an individual or a group on account of their cultural, linguistic or religious identity
Scapegoating	Unfairly blaming an individual or group of people for circumstances that have a variety of causes
Stereotyping	A set idea that people have about what someone or something is like, especially an idea that is wrong
Systemic Racism	Where (intentional or unintentional) prejudice, bias and barriers based on ethnicity are embedded into the thinking, systems and structures of organisations or society. What works for white people is the 'default' in society.
Third-party harassment	Occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of the School and the harassment relates to a protected characteristic.
Tokenism	The practice of doing something only to prevent criticism and give the appearance that people are treated fairly.
Trans or transgender	Refers to a person whose gender is not the same as the sex they were assigned at birth.
Transitioning	The steps a trans person takes to live in the gender with which they identify. For some it could involve medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this.
Transphobia	The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.
Unconscious Bias	Deep-seated assumptions we make about people who are different from us without even realising it – usually called implicit bias or unconscious bias.
White Privilege	The benefits unconsciously enjoyed and consciously perpetrated from being or being perceived as white.