

MANOR HOUSE SCHOOL

Equality, Diversity and Anti-Racism Policy (Incl. Early Years)

Date of Issue: **October 2023**

Date of Review: **October 2026**

Responsibility: Headteacher

References:

This policy should be read in conjunction with the School's:

- Behaviour and Discipline Policy
 - Ant-Bullying Policy;
 - Safeguarding and Child Protection Policy and KCSIE;
 - ICT Acceptable Use Policy
 - Pupil code of conduct
 - Staff Code of Conduct
 - Dignity at Work
-

1. Overall aims

We at Manor House School understand and take seriously our responsibility as educators to ensure that we are promoting the message of equality, embracing diversity and being 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.

Manor House School strives to provide an inclusive and tolerant environment in which the wellbeing of every person comes first. Should any member of the school ever be worried about racism or feel they have been the victim of abuse of any kind they should report it immediately.

As an independent school, we have 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 increase the racial diversity of our curriculum. We must also equip our students with the knowledge and skills to reflect on the most 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.

In summary, the School will endeavour to:

- challenge racial discrimination, racist behaviour, racist language or harassment, prejudice and stereotyping, however thoughtless or unintentional;
- make sure that all students 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 or geographical origin;
- assist in the identification of possible barriers to equality of opportunity for students and staff and to ensure that these barriers are addressed where possible.

2. The School Community

Manor House School is an independent day school for girls aged 4-16 years and additionally provides nursery provision for boys and girls. It is also a company limited by guarantee with charitable status. We welcome students and staff from all faith backgrounds and none. We encourage all students to reflect on spiritual, moral and social questions and our approach is influenced by our Christian, non-denominational ethos and tradition. The school community is made up of children, parents, legal guardians, teachers and other employees and governors from many different races, creeds and backgrounds.

3. Understanding and tackling Racism

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

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 child 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 Manor House School recognises the need consciously to challenge such attitudes.

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;
- oral 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 Behaviour and Discipline Policy.

If an incidence of racism is proven, the Assistant Head/DSL will need to be informed so that a thorough investigation can take place and the appropriate sanction can be given.

Possible disciplinary action by the school would include:

- an official warning after a proper apology has been made;
- an after-school detention;
- exclusion from certain areas of the school premises and certain school 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.

See the school's Behaviour and Discipline and Anti-Bullying Policy for further details about our response to bullying in general.

4. 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.

Manor House School recognises 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:

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

The School will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social and health education (PSHE) programme, through assemblies, through the supportive School culture and through the School's policies.

Inappropriate attitudes and practices will be challenged. Children will be encouraged to value and respect appropriately all those they encounter at or through the school.

5. 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.

Manor House School 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. However, at present, the School's facilities, physical and otherwise, are limited for the physically disabled, but 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 Disability and Access Policies. 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 taking into consideration 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.

6. Inclusivity regarding Special Educational Needs and English as an Additional Language

Manor House School is inclusive 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 without proper justification.

The School's Special Educational Needs policy includes details about the welfare and educational provision for pupils with special educational needs and is guided by the principles of the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. The SENCO is available for consultation where appropriate. Children with special needs may have an Individual Education Plan (IEP) which will be reviewed and monitored carefully. Please see the Special Educational Needs and Disabilities Policy for further details of the procedures offered by the School to assist these children.

The School is English-speaking but will provide appropriate support for children with special educational needs or 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. It 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, taking into consideration cost and staffing implications.

7. Bullying

Manor House School 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 relating to other home circumstances;
- sexist or sexual bullying.

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

8. The curriculum

Following on from our aims, we are committed to reflecting upon 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 improve 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 'Black Lives Matter' message. We are also reviewing our anti-bullying policies to ensure they explicitly protect black students and those of other ethnic minorities from bullying, harassment and attack.

Awareness of this policy among staff will be raised through induction and maintained by means of discussion at staff meetings and in Education Steering Groups when reviewing the curriculum with particular reference to PHSE and RS lessons and assemblies. Children will be valued for their diversity and differences and, in turn, encouraged to value and respect others.

9. Teaching and Learning

Efforts are made to recognise 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.

10. Admissions

Manor House School 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 as laid out in the Admissions Policy.

11. Religion

The School's religious ethos is pluralistic, encouraging all students 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, 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.

12. 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 his or her gender, gender

reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief, or special educational needs.

13. School uniform

The 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.

Pupils may wear certain items of jewellery and headwear when doing so is 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 School Uniform Policy (in regards to, for example, the school colours). 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 Headteacher whose decision will be final, subject to the Complaints procedure.

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 Headteacher to ensure all reasonable adjustments are made to accommodate the pupil.

14. Assemblies and acts of worship

The School's religious ethos is pluralistic, encouraging all students 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 non-denominational and cater for pupils of any or no religion. Parents may write to the Headteacher if they wish to withdraw their child from religious assemblies or events. The School, through the pastoral structure, 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.

A room can be made available on request to allow pupils and staff of any belief to carry out their religious observances during break and lunch time. The school will grant requests of absence wherever possible and reasonable on grounds of belief.

15. Catering

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

16. 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 Headteacher 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 that it 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, behaviour and bullying logs.

17. Complaints

A pupil, parent, or guardian [Staff?] 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 is available from the School website.

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.

18. 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.

Author: T Fantham
Position, Headteacher