St Hilary's Prep School
Equality, Diversity and Inclusion (EDI) Policy

Contents

Introduction

St Hilary's Prep is an independent day school for girls and boys aged between 2 and 11 years old. It is a mixed ability, non-denominational school with a strong family ethos that welcomes children from all backgrounds and faiths. We actively promote democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs. These are fundamental British Values, which underpin all that we offer, as does our School Motto 'Not for oneself but for all'.

We strive to ensure that our pupils leave St Hilary's well equipped to engage positively in their next stage of learning and in life beyond. We realise that they need to develop within a rapidly changing world as accomplished problem solvers and creative thinkers, confident in their abilities and with a clear appreciation of, and respect for, the views and potential of others. In doing this, we remain committed to our School values and ethos.

By celebrating diversity and actively promoting inclusion, we strive to ensure that pupils, staff and the wider School community feel valued, be aware that they are valued, and respect others within a culturally inclusive environment. In order to ensure everyone can thrive and meet their full potential, it is of paramount importance that inclusion and equality of opportunity be at the core of our School ethos. As a result, we aim to promote inclusion, actively challenging any form of discrimination and actively fostering social cohesion, to reflect the strengths of relationships and the sense of solidarity among members of our School community, in all areas of school life. We strive to remove any barriers to access, participation, progression, attainment, and achievement. We take seriously our contribution towards creating a cohesive community.

Links

This policy has been developed with due regard to the principles established by government publications and other external guidance, including:

- https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
- http://www.surreyscb.org.uk/
- https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf
- https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
- https://www.legislation.gov.uk/uksi/2014/3283/schedule
- https://www.gov.uk/government/collections/data-protection-act-2018
- https://www.gov.uk/guidance/equality-act-2010-guidance
- http://www.legislation.gov.uk/ukpga/2011/25/contents

This policy should be read in conjunction with a range of internal school policies and procedures, including:

- Safeguarding and Child Protection Policy
- St Hilary's Staff Handbook
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety and ICT Usage, including Photograph and Mobile Phone Policy
- Staff Recruitment Procedures
- Recruitment, Selection and Disclosure Policy and Procedure
- Whistleblowing Policy

These policies are available on the School website and a hard or electronic copy can be made available on request. All school policies can be made available in large print or other accessible formats, if required.

Scope

This policy applies equally to current and prospective members of the School community, including parents and visitors. The School is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under The Equality Act 2010, and other groups such as neurodiversity and socio-economic groups, for example.

The protected characteristics are defined as:

- Age
- Gender
- Disability
- Gender identity or reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race and ethnic origin, including colour
- Religion or belief
- Sexual orientation

Any behaviour, comments or attitudes (including 'banter') that undermine or threaten an individual's self-esteem on these grounds will not be tolerated at our School.

Policy Aims

The aims of this policy and the School's ethos as a whole are to:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics
- Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
- Promote equality of opportunity for all members of the School community
- Comply with the School's equality obligations contained in The Equality Act 2010
- Provide a secure environment in which all our children can thrive and achieve all of the outcomes of Keeping Children Safe in Education 2021

- Provide a learning environment and curriculum, where all individuals feel valued and feel they have a sense of belonging
- Celebrate and value diversity at school and in society as a whole
- Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and global community
- Include and value the contribution of all families and our wider community to our understanding of equality and diversity
- Provide and promote positive information about the diversity of UK society
- Actively challenge discrimination and ensure that all members of the School community learn from these experiences
- Embed equality and inclusion throughout staff development, our curriculum and co-curricular provision.

To achieve our aims, we will:

- Involve, where reasonably practicable, all members of the School community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures
- Publish and share school policies to the whole School community
- Collect and analyse data (such as admissions and recruitment data, examination results, engagement in school and community initiatives, pastoral records) to monitor any potential disadvantage amongst the pupil or staff body and to minimise and mitigate bias processes
- Promote openness at all stages of engagement of the admissions and recruitment processes, recognising that early awareness of need leads to better provision and arrangements
- Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning or pastoral support needs and/or disabilities a pupil may have
- Offer a broad, balanced and appropriate curriculum that provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive
- Ensure the wider school curriculum promotes and celebrates equality and inclusion
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
- Become an equality champion and community leader in promoting equality, challenging discrimination, and celebrating diversity
- Actively challenge stereotyping, bias and discrimination within all aspects of school life and literature, ensuring we learn from these experiences
- Work in partnership with staff, families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination, recognising that inclusion cannot be realised without the involvement and commitment of all members of the school community

The Legal Framework
Discrimination can take the following forms, including:

- Direct Discrimination - This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.
- Indirect Discrimination - This occurs by applying a provision, criterion or practice,

which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate means of achieving a legitimate aim.

- Victimisation - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
- Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.
- Disability Discrimination - This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.
- Discrimination by association – This includes treating a person less favourably because they are linked or associated with a protected characteristic.
- Discrimination in which a person is discriminated against on the grounds of a protected characteristic, whether that person has that characteristic or not.

Responsibilities

It is the **Governors** responsibility to:

- Ensure that the School complies with its equality obligations, as set out in St Hilary's School Equality, Diversity and Inclusion Policy June 2022
- Ensure that the School's policies and procedures are monitored in light of this policy and the School's wider equality obligations
- To support the Governor who has responsibility for EDI
- Be involved alongside the Headteacher in dealing with serious breaches of this policy.

It is the **Senior Leadership Team's** and **EDI Co-Ordinator's** responsibility to:

- Ensure effective implementation of this policy and its procedures
- Ensure that all staff are sufficiently aware and trained within EDI, and that refresher training is made available on an annual basis, or earlier if required.
- 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, including providing support to both victims and alleged perpetrators
- 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, bursary applications, recruitment data, examination results and post 11 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 EDI strategy and accountable for future goals.

It is the responsibility of all **staff** to:

- 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 EDI and report any issues associated with EDI in accordance with this policy
- Be alert to and actively challenge any forms of discrimination, victimisation, 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

The School expects staff to commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so may be subject to disciplinary action.

It is the responsibility of **pupils** to:

- Positively promote inclusive and anti-discriminatory behaviour, including a willingness to reflect on attitudes and/or behaviours and be open to challenge
- Support any measures introduced by the school to promote EDI and report any issues associated with EDI to their Class teacher / Form tutor, the EDI Coordinator or Deputy Head, Head of Pastoral Care
- Be alert to and actively challenge any forms of discrimination, victimisation, harassment or bullying, including banter. This includes identifying and using the School's reporting systems to challenge bias and stereotype within the curriculum and in the School's culture, taking all reasonable steps to prevent discrimination, harassment and victimisation from taking place.

These responsibilities run alongside the School's behaviour expectations. The school places a high premium on:

- Respect for Self
- Respect for Others
- Respect for our Environment and our Community

Respect is one of the School's Values and is fundamental to everyday life at St Hilary's. Any actions, words or attitudes which show a lack of respect for others are, and will be taken very seriously. Instances of discrimination and bullying will be dealt with firmly and sensitively according to the relevant policies. We expect pupils to avoid any form of unfair bias, discrimination and unkindness to another member of the community. We also require anyone made aware of any such behaviour to report it. Incidents are recorded on our Anti-bullying

Log. The School's approach to wellbeing means we aim to educate, help and support pupils to understand their responsibility towards others, feel heard and valued and learn from their experiences. Responsibility is one of the School's Values. Bullying and discrimination will not be tolerated. Anyone who continues to bully or discriminate against others will have their membership of the school community reviewed proportionately by the Headteacher. Support will be given to those staff who contravene.

Inclusion within the life of the School
No pupil or staff member should be made to feel uncomfortable because they differ from the majority, e.g. in ethnic or social background, in terms of academic ability, neurodiversity, being from financial disadvantage, having English as an additional language or a special educational need and/or disability, or by the way they look. Pupils with particular areas of disadvantage, Special Educational Needs and Disabilities will be given assistance to achieve their potential by differentiation of tasks, positioning in the classroom, equipment that supports academic progress and additional support where appropriate.

The School will not tolerate discrimination against gender identity, gender critical beliefs and sexual orientation, both against children or staff. The school will help support their needs as much as is possible.

Curriculum
The curriculum plays a crucial role in tackling inequalities for pupils, including ~~gender~~ stereotyping, preventing bullying and raising attainment. The principles of equality and diversity are embedded in our academic and wider curriculum, Including PSCHE lessons and assemblies.

The curriculum will aim to:
- Normalise diversity in the content and examples utilised
- Stress the contribution and achievements of all kinds of individuals and cultures, actively challenging bias and stereotyping
- Reinforce the importance of embracing difference and of equality of opportunity as a desirable aim
- Provide inclusive and accessible activities, including educational trips and co-curricular provision. Resources and activities should be monitored for possible bias, reinforcing stereotypes and ethnocentric elements

Pastoral Care
The School's pastoral care system promotes respect and understanding of ourselves and others, 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. The School places great value on the role of positive interactions and proactively seeks to support all members of the School community. Whilst all staff are responsible for the pastoral care of our pupils, all staff also have a duty to ensure EDI practices are upheld.

All staff, as appropriate to their role, should aim to:
- Acknowledge and celebrate the positive impact of diversity within year groups, Class/Form groups and the School House system.
- Deliver dedicated assemblies and Class/Form activities emphasising the School's shared values of inclusion, kindness, care and unconditional respect for members of

the School and wider community.

- Actively challenge and report bias and stereotyping during Class/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 the School Council
- 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 on the grounds of protected characteristics or other aspects of diversity
- 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, trans inclusion and family relationships to reduce barriers to learning and support equality of opportunity.

Training and Development

The success of the EDI within the School is closely linked to the provision of CPD. Professional development involves a continuous process of learning involving self-development, encouragement and motivation.

The School will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status
- promote greater awareness of equal opportunities and the contribution made by our staff, Governors, parents, pupils and wider community
- Equip employees with the skills to provide personal and organisational solutions to discriminatory practices and behaviour and to promote inclusive behaviour generally
- Ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of our EDI Policy
- Respond to changing and emerging training needs, providing opportunities for reflection, feedback and shared learning

The Look and Feel of the School
We ensure that:

- the everyday look and feel of the school reflects our School community
- our caterers are celebrating our diverse culture regularly and the types of food offered reflect the diversity of the School community
- our Behaviour Code, Staff Dress Code and pupil uniform code consider issues of diversity and inclusion
- School events, visiting speakers and whole school initiatives reflect the diversity of our School community
- all visitors to the school whether in a teaching role or as visitors, contractors or casual users of school premises will be expected to act in accordance with the principles of the EDI Policy.

- All members of the school community will be expected to act in accordance with the principles of this policy when in contact with others, outside the school.
- staff supervising visitors or on educational visits may need to support pupils with bias encountered in the wider society, reporting this through our pastoral system.

Admissions
- The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Procedures Policy. The School accepts applications from, and admits, pupils irrespective of any protected characteristic or other forms of diversity
- Parents must inform the School when completing the registration form and contract 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
- 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 should 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.
- Where possible religious observance will be facilitated, perhaps through allocation of prayer space or provision for resting whilst fasting

Reasonable Adjustments
- The School will inform and consult with pupils and parents about what reasonable adjustments, if any, the School are able to make for their child. The School will carefully consider any proposals for additional resources or changes to provision that support full access to school life.
- The School has a duty 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 non-binary physical environment as part of the reasonable adjustments' duty. However, the School monitors and reviews 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 neuro-diverse pupils or staff.
- The School has an Accessibility Plan which is regularly reviewed according to the needs of all current and prospective members of the School community.

Raising Concerns
- The School will seek to provide a supportive environment for those who believe they have been subjected to discrimination and/or harassment. Pupils should report discrimination to any member of staff, who will then take appropriate action.
- Any member of the School community who harasses another on the grounds of any protected characteristic will be subject to the School's disciplinary measures in

accordance with the School's Behaviour Policy and Staff Code of Conduct (as detailed in the Staff Handbook).
- If parents or visitors feel this policy has been breached they should raise their concern with a senior member of staff.
- All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the School's Senior Leadership Team. We recognise that pupils need to learn from mistakes to develop a strong sense of self and an awareness of how their behaviour impacts others. Ill-considered, rather than deliberate, incidents should therefore be dealt with immediately and informally, where possible taking the opportunity for a teaching or Class teacher /Form Tutor discussion. These should all be reported through the pastoral systems.
- Intentional and/or sustained incidents should be reported directly to a senior member of staff immediately.
- Pupil infringements of this policy will be recorded on the school's Anti-bullying record. Staff and visitor infringements of this policy will be reported to SLT and appropriate action will be taken.

Monitoring and Review
- This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate discrimination
- This policy document will be reviewed and publicised, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

Staff Recruitment
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.

Appendix

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 isn't 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 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 organization.
Discrimination by association	Direct discrimination against someone because they associate with another person who is believed to possess a protected characteristic.
Direct discrimination	Occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation), regardless of whether the person has actually has that characteristic.
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 people in a way that the outcomes are equal for all.
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 Critical	Someone who is critical of or opposed to the belief that gender identity is more important or significant than biological sex.
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	Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability; and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.
Homophobia	A strong dislike or fear of homosexual people.
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 inter-connected 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 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 patronizing.

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, Autism and Dyslexia 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 "person of colour" 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 discrimination including harassment, violence and unequal treatment targeted at an individual or a group on account of their cultural, linguistic or religious identity.
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 than 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.

Written: June 2021**,** June 2022, June 2023
Next review date: June 2024
Persons responsible: Mrs Jane Whittingham, Headteacher and Dr Mina Patel, Governor