



Equal Opportunities and Diversity Policy

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| Approved by: | Paula Tucker | Date: 15/9/25 |
| Review by: | 31/9/26 | |

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1. Equality Statement

ReFocus is committed to eliminating discrimination and promoting equality for all students, staff, and visitors. We recognise the protected characteristics defined in the Equality Act 2010: disability, age, race (including colour, nationality, and ethnic or national origin), religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity, and gender reassignment.

We are dedicated to ensuring that every student has the opportunity to achieve their highest potential by valuing their individual experiences, providing a broad and balanced curriculum, and maintaining high expectations for all.

This commitment is underpinned by compliance with the Equality Act 2010 and the Department for Education guidance *“The Equality Act 2010 and Schools”* (May 2014).

Our approach to equality is embedded across all aspects of school life and should be read in conjunction with related policies, including:

Anti-Bullying Policy

- Behaviour and Discipline Policy
- Child Protection Policy
- Curriculum Policy
- Disability Equality Scheme and Accessibility Plan
- Relationships, Sex and Health Education Policy (RSHE)
- Special Educational Needs Policy
- Supporting Students with Medical Needs Policy
- Trips and Educational Visits Policy

2. Aims and Objectives

2.1 The Governing Body is committed to equality and ensuring that no employee, applicant, student, or member of the school community is treated less favourably because of disability, age, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity, or gender reassignment.

- 2.2 All members of the school community, including visitors, are responsible for respecting and promoting this policy.
- 2.3 The school upholds fairness and justice in all aspects of education.
- 2.4 All students will have equal access to the full range of educational opportunities.
- 2.5 Policies and practices will be regularly reviewed to identify and remove barriers to learning or participation.
- 2.6 Recruitment, employment, promotion, and development opportunities will be open and fair to all.
- 2.7 The school actively challenges prejudice and stereotypes, promoting positive attitudes and respect for others.
- 2.8 The individuality and cultural diversity of every member of the community will be valued and celebrated.
- 2.9 Staff will take proactive steps to prevent and address prejudice or unlawful behaviour.
- 2.10 Employees are expected to comply with this policy. Breaches may be treated as misconduct or gross misconduct, and individuals may be personally liable under the Equality Act 2010.
- 2.11 The school aims to create a respectful, supportive, and caring environment where everyone is valued

3. Equal Opportunities in Recruitment

- 3.1 ReFocus is committed to following the Safer Recruitment statutory guidance provided by Department for Education in 'Keeping Children Safe in Education' (KCSIE)
- 3.2 External and internal recruitment and selection procedures and practices are regularly reviewed to ensure that no group is put at a disadvantage either directly or indirectly and employees are given an equal opportunity for career progression within the organisation
- 3.3 The aim of this policy is to ensure that no job applicant or employee is discriminated against on the grounds of sex, race, , disability, sexual orientation, religion or belief or age, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

4 Equal Opportunities in the Curriculum

- 4.1 Every student has an equal entitlement to the ReFocus. Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of language, sex, race, disability, sexual orientation, religion or belief or age.
- 4.2 Students should have equal access to a broad and balanced curriculum that will prepare them well for life beyond school regardless of academic ability. Consequently, this policy should be read in conjunction with the Special Educational Needs Policy.
- 4.3 Staff will actively encourage the breaking down of any traditional sex stereotyping regarding subject choices when advising on ReFocus courses.
- 4.4 The school will monitor any careers advice provided by outside agencies with the aim of ensuring equal opportunities.
- 4.5 All forms of individual and subject support, guidance, amenities and facilities, including extracurricular activities, will be equally available to students of both sexes.
- 4.6 Behaviour expectations and disciplinary sanctions will be free of any sex, sexual orientation, race or culture bias, religion and belief.
- 4.7 Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they reflect concepts, themes and information which seeks to eliminate prejudice, and any other form of discrimination. Teachers should try to

ensure that all students feel that their language and culture is both acknowledged and valued.
4.8 The school actively encourages an ethos in which all students feel secure and valued.

5 Race / Ethnicity

- 5.1 The school will not tolerate any form of racism or racist behaviour. Should a racist incident occur, it will be dealt with in accordance with school procedures and logged accordingly.
- 5.2 The school endeavours to be welcoming to all minority groups.
- 5.3 Cultural diversity and respect for others are celebrated and reflected across the whole curriculum. The curriculum will enhance students' understanding of UK and world society and history, including the contributions of minority ethnic groups and key individuals within those groups.
- 5.4 The school will give students the understanding they need to recognise prejudice and reject racial discrimination.
- 5.5 As part of the broad and balanced curriculum, the school will ensure fundamental British values are promoted; giving students clear understanding of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

6 Gender / Sex (see also 4.3)

- 6.1 The school will constantly examine its curriculum, procedures and materials for sex bias, inequality or stereotyping.
- 6.2 The school will encourage students to be aware of the rigid sex stereotypes presented by, for example, the media and will try to ensure that resources include books and other learning materials which value the achievements of both women and men.
- 6.4 The school tries to ensure that: teachers allocate their time fairly between the sexes all students have opportunities to work with students of both sexes the traditional sex stereotypes are broken down students have opportunities to examine their own preconceived ideas of sex roles students are given the opportunity to pursue less conventional subjects and interests; for example, girls to read more non-fiction and boys more fiction.

7 Disability

- 7.1 There is a general requirement in The Equality Act 2010 to make reasonable adjustments for those with disabilities. The school is committed to meeting the needs of both staff and students with disabilities and will make reasonable adjustments to arrangements or practices to alleviate disadvantage. This policy should be read alongside the school's Accessibility Plan, which is a statutory requirement under the Equality Act 2010.
All reasonable steps will also be taken to ensure that students with disabilities are not placed at any disadvantage compared to students without disabilities in terms of access to student information and the school curriculum.
- 7.2 The school will seek to provide an environment that allows students with disabilities full access (where reasonably practicable) to all areas of learning and opportunities afforded to all other students at the school, including educational visits.
- 7.3 Teachers will modify teaching and learning as appropriate for students with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where students are unable to manipulate tools or equipment.

8 Religion / Belief

8.1 The school respects the religious beliefs and practices of all staff, students, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in atheism. This may include adjustments relating to dietary needs, prayer times, and dress codes, where reasonable

9 Sexual Orientation

9.1 The school will make no assumption about the sexual orientation of any of the members of its community.

9.2. In the curriculum, sexuality is taught within the context of loving relationships. Students' questions will be answered as they arise, honestly, factually and non-judgementally.

9.3. The school will promote students' understanding and awareness of issues related to sexuality and sexual diversity. Through the curriculum and wider opportunities for students, sexual diversity will be celebrated and students will develop respect and tolerance. This provision aligns with the statutory RSHE guidance (2020, updated 2023).

9.4. The school will not tolerate any form of homophobia or homophobic behaviour. Should a homophobic incident occur, it will be dealt with in accordance with school procedures and logged accordingly.

10 Age

10.1 The school will put procedures in place to ensure that no-one is denied a job, an equal chance of training or promotion, or suffers from discrimination, harassment or victimisation because of their age.

11 Due Regard

11.1 'Due regard' will be given to equality considerations whenever significant decisions are being made or policies developed.

12 Training and Development

The School will seek to:

12.1 Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status.

12.2 Provide equal access to training and development opportunities for all staff, including part-time, based on their assessed training needs.

12.3 Promote greater awareness of equal opportunities and the contribution that students, staff, Governors and parents can make.

12.4 Provide training to staff on equal opportunities to promote understanding of equalities legislation and the school's and their responsibilities.

13 Roles and Responsibilities

13.1 The Role of Governors

13.1.1 In this policy statement the Governing Body has set out its commitment to equal opportunities and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

13.1.2 The Governing Body will ensure that no-one is unlawfully discriminated against whilst in the school on account of their race, sex, religion or belief, disability, age or sexual orientation.

13.1.3 The Governing Body will monitor the implementation of this policy on a regular basis through information provided by the Headteacher. The policy will be reviewed every year.

13.2 The Role of the Headteacher

13.2.1 The Headteacher will ensure that the school's policy on equal opportunities is implemented.

13.2.2 The Headteacher will ensure that all staff are aware of the school policy on equal opportunities and that these guidelines are applied fairly in all situations.

13.2.3 The Headteacher will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

13.2.4 The Headteacher will promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.

13.2.5 The Headteacher will promote respect for other people in all aspects of school life. the school.

13.2.6 The Headteacher will view all incidents of potentially discriminatory treatment with due concern.

13.3 The Role of Teachers and Support Staff

13.3.1 Staff will aim to ensure that all students, parents and their colleagues are treated fairly and with respect. The school will not discriminate against any child/young person, parent, member of staff or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence.

13.3.2 When selecting classroom materials, teachers will strive to provide resources which promote positive images and which challenge stereotypes of minority groups.

13.3.3 When designing schemes of work, teachers will pay cognisance to this Equal Opportunities Policy, both in the choice of topics to study and in how to approach sensitive issues.

13.3.4 All teachers and support staff will challenge any incidents of prejudice or discrimination, and draw them to the attention of a member of the Senior Leadership Team.

13.4 The Role of Students

13.4.1 Students will be made aware of the policy and draw any incidents of prejudice or discrimination to the attention of a member of staff.

13.4.2 Students will be encouraged to show respect, tolerance and understanding towards others and expected to demonstrate these important values in their interactions with others.

13.5 The Role of Parents

13.5.1 Parents will be made aware of the policy through the school website and are expected to encourage their children to do as outlined in 16.2 and will draw any incidents of prejudice or discrimination to the attention of a member of staff.

13.6 The Role of Visitors / Contractors / Third Party Employees

13.6.1 All visitors and contractors are required to adhere to the Equal Opportunities Policy.

14 Complaints

Any complaints concerning equality opportunities should be addressed, as appropriate, through the school's complaints or grievance procedures.

15 Monitoring / Review

The Headteacher is responsible for monitoring the effectiveness of this policy. The Governing Body will also ensure compliance with the Public Sector Equality Duty (Equality Act 2010) by publishing Equality Objectives and an annual equality information statement on the school's website. They will:

- monitor the progress of students from minority groups, comparing it to the progress made by other students in the school;
- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against;
- take into serious consideration any complaints from students, parents, staff or visitors regarding equal opportunity;
- monitor the school's Behaviour Policy, and the numbers of exclusions, to make sure that students from minority groups are not unfairly treated.