

Bedales Schools’ Equality and Diversity Policy (Pupil)

INCLUDING EYFS

Implementation date: June 2018

Date/term of last review: Summer 2021

Author	Deputy Head, Pastoral (Bedales School)
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Approval Body	3SST
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Tick relevant box(es) how this Policy should appear:

Inspector Folder		✓
Website	Upload	✓
	Signpost	
Internal only		
Parent Portal		
For Pupils/Students		✓

Bedales Schools' Equality and Diversity Policy (Pupil)

Individuality within a mutually respectful community is at the heart of Bedales' ethos.

Bedales School is a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils to maximise their potential regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, or sex. We actively promote respectful relationships with parents, governors and members of the wider community.

The founding rules of the School were set out to ensure that 'everyone must try to carry out whatever has been found necessary or helpful for preserving order and promoting the health and wellbeing of all concerned'.

Self-respect and respect for others are fundamental to the community at Bedales. It follows from this that any behaviour which damages respect, replacing it with fear, will not be tolerated. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop their potential. Pupils and staff should treat one another with courtesy and co-operation so that they can learn in a relaxed but orderly and safe atmosphere. All pupils should care for and support each other. Our strong mixed age culture helps encourage this concern for one another enormously.

Aims

The School aims to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. It seeks to remove any barriers to access, participation, progression, attainment and achievement.

We aim to:

- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community
- provide positive non-stereotyping information about different groups of people regardless of age, disability, trans, race, religion, sex, sexual orientation or marital or civil partnership status
- plan systematically to improve our understanding and promotion of diversity
- actively challenge discrimination and disadvantage
- make inclusion a thread which runs through all our activities and celebrate our differences

To achieve these aims we will:

- involve all members of the community in the development, review and evaluation of policies, procedures and practices
- ensure that the wider School curriculum makes explicit and implicit provision to promote and celebrate diversity
- have high expectations of behaviour which demonstrates respect to others

Responsibilities

In particular, it is the responsibility of all members of the community to:

- be vigilant in all areas of the School for any type of harassment and bullying

- intervene to stop and report all incidents from overt name-calling to the more subtle forms of victimisation caused by perceived differences
- identify and challenge bias and stereotyping within the curriculum and in the School's culture
- promote equality and good relations and not discriminate on grounds of age, disability, trans, race, religion, sex, sexual orientation or marital or civil partnership status
- promote an inclusive curriculum and Whole School ethos which reflects our diverse society
- keep up to date with equality legislation, development and issues by attending relevant training and accessing information from appropriate sources

Age

This relates to a person belonging to a particular age or range of ages.

The School community greatly values our longstanding tradition of mixed age culture amongst pupils. Pupils of all ages are listened to and their opinions are of equal value to those of staff. Forums for decision-making have representatives from all Blocks, all Groups and the staff body. These include the Three Schools' Council, and individual School and House Councils.

Disability

A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The School has a separate Disability and Accessibility Policy.

Gender

Most activities at School are available to pupils of any sex and we actively seek to ensure that no-one's opportunities are limited on the basis of their gender.

Within the competitive and representative aspects of school sports, Bedales seeks the advice of sporting governing bodies to enable all pupils to participate in all sports as long as it is safe and fair for them to do so (for example, they have similar levels of strength and stamina).

Boarders are accommodated in Houses according to the gender with which they identify. Similarly, changing and toilet facilities are used by pupils on the basis of the gender with which they identify. There are unisex and accessible toilet and changing facilities in various locations throughout the School.

The School has a separate Trans Policy.

Marriage and Civil Partnership

Marriage is a union between a man and a woman or between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).

Bedales educates pupils from the age of 3 to 18. Exceptionally, a pupil may be 19 when they are in 6.2. This means that a pupil may be married or in a civil partnership. The School rules regarding sexual relationships are set out in each of the School's Behaviour Policies.

Pregnancy and Maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth. Regarding pupils, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a pupil unfavourably because she is breastfeeding.

Pastoral and healthcare is available to pupils who are pregnant. Houseparents and Tutors work with senior staff to accommodate individual needs, including for pupils who are pregnant or are parents.

Race

Race refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

The Three Schools welcome pupils of all races. We have a separate Policy for the Provision for Pupils with Particular Religious, Dietary, Language or Cultural Needs.

Religion or belief

Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief which affects your life choices or the way someone lives and includes a lack of belief.

The Three Schools are non-denominational. We have a separate Policy for the Provision for Pupils with Particular Religious, Dietary, Language or Cultural Needs.

Sexual orientation

Members of the community must not be discriminated against because they are: heterosexual, gay, lesbian or bisexual or because someone thinks they have a particular sexual orientation or they are connected to someone who has a particular sexual orientation.

NB: all School Policies are available to staff and can be found here:

T:\ThreeSchools\Policies_Handbooks_Key_Documentation\Staff_viewable

Equality and Diversity: pupil information

The information on this form, below, is used to meet the needs of the individual pupil and to monitor the School's effectiveness in ensuring equality for all members of the community. After we have received this form, you will be contacted by the Registrar/Head of Admissions to arrange further discussion to ensure needs can be met.

First name		Surname	
Date of birth			
Today's date			
Disability: Please circle the appropriate response and provide details of any physical or mental impairment which has a substantial and long-term adverse effect on the pupil's ability to carry out normal day-to-day activities			
No disability	If the pupil has a disability/ies, please provide details of their needs		
Disability/ies			
Gender: Please circle the gender with which the pupil identifies			
Male	Please provide details of any needs relating to gender		
Female			
Other			
Race: Please indicate the pupil's ethnic group. Choose one option below that best describes your ethnic group or background. Please provide details of any associated needs.			
White English/Welsh/Scottish/Northern Irish/British Gypsy or Irish Traveller Irish Any other White background, please describe		Asian/Asian British Bangladeshi Chinese Indian Pakistani Any other Asian background, please describe	
Mixed/Multiple ethnic groups White and Black Caribbean White and Black African White and Asian Any other Mixed/Multiple ethnic background, please describe		Black/ African/Caribbean/Black British African Caribbean Any other Black/African/Caribbean background, please describe	
		Other ethnic group Arab Any other ethnic group, please describe	
Religion and beliefs: Please indicate the name of any religion followed and/or any philosophical beliefs which affect the pupil's life choices or the way they live. Please provide details of any associated needs.			
No religion Buddhist Christian (including Church of England, Catholic, Protestant and all other Christian denominations) Hindu Jewish Muslim Sikh Any other religion, please describe:			

Parent name and signature.....

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Date