



CASTLE COURT
SCHOOL

Equality, Diversity and Inclusion Policy

Reviewed April 2025
Due for Review April 2026
Katie Johnson
Head

Introduction

The School is committed to promoting equality of opportunity for all members of its community and values the rich diversity and creative potential that people from different backgrounds, skills and abilities bring to the School.

The School is opposed to any form of discrimination, harassment or bullying¹ (as defined by the Equality Act) and aims to create an environment where everyone is treated fairly, with kindness, dignity and respect.

The aim of this policy is for all pupils and staff (prospective and current) to understand:

- they have a right to be treated with equality, dignity and respect by everyone within the School community; and
- they have a duty to treat everyone within the School community with equality, dignity and respect and to promote a loving, nurturing community rooted in Christian values, which welcomes all people of other faiths and none.

All members of the School community are expected to comply with this policy.

Our commitment to equality of opportunity, diversity and inclusion

We recognise pupils and staff first and foremost as precious individuals, all of equal value, created and loved by God. We recognise that it is unlawful to discriminate against pupils or members of staff (prospective or current) on any of the following grounds:

Age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation (together the **Protected Characteristics**).

The School seeks to foster a sense of community in which all pupils and staff are valued, are able to be themselves and to achieve their personal full potential and where everyone is treated with dignity and respect, free from harassment, bullying and discriminatory behaviour of any kind.

In an atmosphere marked by respect, kindness and fun, all pupils and staff are encouraged live out the School's values – the 7Cs. Castellans are encouraged to be Compassionate, Curious, Creative, Courteous, Courageous, Committed, Collaborative. These values underpin all that we do at School and create an environment of tolerance and respect for all.

The School is committed to providing educational and employment opportunities to as wide a range of children and adults as is reasonably practicable.

The School will make every effort to ensure that the individual needs of pupils and staff are met so that they are included, valued and supported. To facilitate this, the School will take such steps as are practical and possible to make reasonable adjustments to the curriculum,

¹ Please see Appendix 1 for further information on harassment, bullying and discrimination

provide support for learning and ensure buildings are accessible to all members of the School community.

It is not possible to list each and every adjustment, attitude and provision that may be needed. Where required an individual accessibility plan will be made to meet the needs of each individual.

Equality, Diversity and Inclusion (EDI) in our School Life

Our vision is for each pupil to receive an outstanding, all-round and innovative education in an inspiring and naturally beautiful learning environment which cultivates a love of learning and enables each child to grow and flourish in all areas of life within a loving, nurturing community rooted in Christian values.

In order to fulfil this vision we aim to ensure that, regardless of any Protected Characteristics:

- All pupils are given equal opportunity to develop their potential, in every area of school life. This will be monitored by the tutors. Teacher time, attention and all resources are given equally.
- Those who are disabled or have special educational needs will be included, valued and supported with reasonable adjustments being made for them in all areas of school life. Such provision will be overseen by the Bursar and the SENCO (Mrs Emma Harmer).
- Efforts will be made to recognise and be aware of any possible unconscious or other bias in both our teaching and learning materials and our teaching styles.
- Teaching resources used in School, should, amongst other factors to be considered, reflect active concern for the implementation of this policy and our commitment to EDI.
- Inappropriate attitudes and practices, including inappropriate sexual attitudes or behaviours, will be challenged through the School's Behaviours, Discipline and Exclusions policy.

In doing so, we follow the Equalities Act 2010 which prohibits discrimination in training and education on the grounds of any of the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Admissions

The School treats every application for admission in a fair, open-minded and equal way in accordance with this policy and the School's Admission Policy. We are not an academically selective School and we welcome applications from prospective pupils with as diverse a range of backgrounds as possible.

Special Educational Needs and Disabilities

When applying for a school place, Parents must inform the School of any known special educational needs or disabilities. They are also asked to provide the School with the latest school report, specialist assessment reports of EHCP to enable the School to assess the pupil's needs and consider what reasonable adjustments might be necessary. The School will do all that is reasonable to comply with its legal and moral responsibilities under the *Special Educational Needs and Disability Act 2001 and Equality Act 2010* in order to accommodate the needs of pupils who have SEN or disabilities for which, with reasonable adjustments, the school can cater adequately.

There may be exceptional circumstances where the school is not able to offer a place. It is possible that a pupil may not be offered a place if, after due consideration and despite reasonable adjustments, the school feels that a prospective pupil is not going to be able to access the education offered or that his/her health and safety or those of other pupils or staff may be put at risk. Any decision regarding the refusal of a place will be made in accordance with the School's obligations as set out in the Equality Act 2010. Further details of the School's Admissions procedure can be found in the School's Admission Policy.

Religious Beliefs

Castle Court School has a strong Christian foundation; however, children are welcome from all religions and none. Children are educated about other religions through Religious Studies lessons and religious belief is not relevant for entry to the school. The school offers the opportunity for other religions to practise their own faiths.

Curriculum

Character and Values Education lessons (which incorporates PSHE and RSHE), Assemblies, form time and curriculum time (as the opportunities arise), will be used to:

- Help pupils to develop self-esteem and recognise that they are valued as individuals;
- Promote respect for each other within the School community, as well as respect and tolerance for those in the wider world paying particular regard to the protected characteristics set out in the Equality Act 2010;
- Promote positive images and role models to challenge prejudice, inappropriate behaviour and raise awareness of related issues;
- Promote fundamental British Values of mutual respect, democracy, individual liberty, rule of law and tolerance of those of different faiths and beliefs;
- Encourage pupils to recognise the contributions made by different cultures and so enable pupils to actively contribute to the process of education by bringing to it their cultural experiences, values and perspectives; and
- Understand why and how to deal with inappropriate behaviours and offensive language.

We celebrate achievement and contributions of all pupils using the framework provided by the 7Cs and thereby ensure that attributes and strengths such as compassion and courtesy are celebrated as much as academic or sporting achievements.

Following the publication of the Ofsted Review of Sexual Abuse in Schools and Colleges and the DfE Guidance on Sexual Violence and Sexual Harassment between Children in Schools and Colleges in Summer 2021, the school is committed to establishing the following initiatives in the coming academic year:

- Reviewing and further improving the RSHE and PSHE Curriculums, as part of our CAVE programme, to reflect recommendations and best practice
- Continuing to provide training for staff on EDI issues
- Ensuring that pupil voice on EDI issues is sought and heard, particularly from older pupils.

Failure to adhere to this policy

The School will do its utmost to protect pupils and staff from discriminatory behaviour by any individual or group with the School. Allegations of behaviour in contravention of this policy will be handled under the relevant policy – the pupils' Behaviour, Discipline and Exclusion policy or the Staff Grievance or Disciplinary policies.

Regulatory Framework

Castle Court School (the **School**) will pay due attention to relevant legislation such as the Children and Families Act (2014) as well as the Equality Act 2010, and the Education (Independent School Standards) Regulations (2014) and SEND code of practice 2014.

This policy relates to all sections of the school including EYFS.

This policy should be read in conjunction with the Disability and Accessibility Policy, the Admissions Policy, the SEND Policy, the CAVE (PSHE) Policy, the RSHE Policy, the Behaviour, Discipline and Exclusion Policy, the Anti-Bullying Policy and the Staff Code of Conduct.

This policy will be reviewed on an annual basis. All members of the School community are invited to feed in comments to the Head ahead of the next annual review date on the front cover of this policy.

Appendix 1

Examples of Discrimination, Harassment and Victimisation

Unlawful discrimination

The Act defines four kinds of unlawful behaviour (direct discrimination, indirect discrimination, harassment and victimisation) as defined below:

Direct discrimination

This occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people. This describes the most clear-cut and obvious examples of discrimination (e.g. if the School were to refuse to let a pupil become a prefect because they were a boy/girl or white/black).

Indirect discrimination

This occurs when a “provision, criterion or practice” is applied generally but has the effect of putting pupils with a particular characteristic at a disadvantage when compared to pupils without that characteristic (e.g. if the School were to hold regular compulsory staff meetings on a Sunday morning, which would make it difficult for Christian teachers to attend).

Harassment

This is defined in the Act as “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”. This covers unpleasant and bullying behaviour, but potentially extends to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic. Harassment in all its forms, including sexual harassment, is unlawful and unacceptable.

(Bullying - Bullying covers a wide range of conduct. It may be offensive, intimidating, malicious or insulting behaviour, the misuse of power or rank/age or behaviour which undermines, humiliates, excludes, frightens or injures an individual, either physically or emotionally. Bullying differs from harassment in that it does not need to relate to a protected characteristic.)

Victimisation

This occurs when a pupil is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person’s complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. If a pupil has done a protected act themselves (e.g. making a complaint of discrimination against a teacher) then the pupil’s own good faith will be relevant (e.g. if the parent’s complaint is based on information from their child and the child was deliberately lying, it is not victimisation for the school to punish the pupil in the same way as it might do any other dishonest pupil).

A pupil must not be victimised because of something done by their parent or a sibling in relation to the Act.