



## KING EDWARD VI SCHOOL, SOUTHAMPTON

### Inclusion Policy

<b>Rationale:</b>	This policy sets out the Schools undertaking to ensure equality throughout the School.
<b>Owner:</b>	Deputy Head (Academic)
<b>Endorsed by Governing Board:</b>	12 November 2020 (next review November 2021)
<b>Revised:</b>	October 2020
<b>Date of next full review:</b>	October 2021
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<b>Date(s) of interim amendments:</b>	n/a
<b>Category:</b>	Statutory
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*(Based on the statutory regulations as defined by the Equal Pay Act 2010, the Gender Recognition Act 2004, International Development (Gender Equality) Act 2014, the Employment Equality (Sexual Orientation) (Religion Belief) Regulations 2007, the Education Act 2011, the Children and Families Act 2014, the SEND Code of Practice 2015, the Human Rights Act 1998, the Employment Equality (Age) Regulations 2006 (Amendment) Regulations 2008, The Equality Act 2010)*

## **1. Introduction**

- 1.1** King Edward VI School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the basis solely of their relevant merits and abilities. Our intention is for all who study and work at the School, regardless of their age, race, social and cultural background, linguistic background, gender, Special Educational Needs and Disability (SEND), religious views and beliefs, marital status, sexual orientation, pregnancy or maternity, gender reassignment, political views or trade union membership to have equality of opportunity. Any visitors to the School are required to adopt and endorse this policy.
- 1.2** At King Edward VI School, all forms of unlawful or unfair discrimination of anyone<sup>i</sup> are unacceptable and are opposed. For the avoidance of doubt all the protected categories listed above are regarded as equally valid with none taking precedence over the other. We seek to educate, creating an environment reflecting mutual respect, empathy and understanding and to that end encourage constructive dialogue offering differing perspectives from students and staff. Our aim is to secure fair and equal treatment for all pupils and, similarly, for all staff.
- 1.3** Every pupil and member of staff is expected to further this aim by contributing personally towards a happy, caring environment, by showing respect for, and appreciation of, each other as individuals, and by helping to oppose and prevent all forms of prejudice, discrimination, harassment and bullying.
- 1.4** Commitment to this policy is shared by pupils, staff, parents and governors.

## **2. Pupils**

- 2.1 Admissions:** It is the School's policy to ensure equitable treatment of all applicants. There is a common standard of entry and the same admissions procedure applies to all<sup>ii</sup> applicants.
- 2.2 Facilities:** It is the School's policy to ensure equitable provision of facilities and examinations for all pupils. However, pupils with severe physical disabilities may find some of the School's site and buildings difficult to negotiate.
- 2.3 Curriculum:**
- All pupils have equal access to the School curriculum which has breadth, balance, relevance and progression. Our aim is to provide for all pupils in the

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School according to their needs. It is the responsibility of each department to develop, practise and review its own policy for ensuring equality of opportunity in its own subject. It should be noted, however, that equality of opportunity does not ensure equality of take-up.

- Delivery of the curriculum must be balanced, objective, sensitive and have regard to pupils' different learning styles. Resources should be free from racial or sexual bias or discrimination and from portraying stereotypes. Pupils should have access to accurate information about similarities and differences between the sexes and between cultural groups.
- PSHE has an essential role in promoting the School's Inclusion Policy and in countering racial, sexual or any other form of prejudice, discrimination or harassment.

**2.4 Religion:** Although the School is a Christian foundation and although we expect pupils to attend School assemblies and services, pupils are free to follow their own religious beliefs, and no attempt is made to evangelise those of a non-Christian faith.

**2.5 Pastoral care:** The pastoral system also has an essential role in promoting the School's Inclusion Policy and in countering racial, sexual or any other form of prejudice, discrimination or harassment. All<sup>ii</sup> pupils should be allocated to tasks fairly and encouraged to assume roles and responsibilities.

**2.6 Rewards and sanctions:** Rewards and sanctions must be administered fairly and on an equal and uniform basis. It is essential that no-one feels that others are treated more leniently in matters of discipline. All pupils are expected to observe the School rules and conduct themselves in an appropriate manner.

**2.7 Careers:** All careers and higher education advice and presentations by speakers should be non-discriminatory and pupils should not be discouraged from entering non-traditional careers on grounds of any of the groups stated in section 1.1. Literature and illustrative material used should be free from racial or sexual discrimination and from portraying stereotypical roles.

**2.8 Sport and Co-curricular activities:** Care must be taken to ensure that opportunities are equally available to all pupils.

**2.9 Links with the community:** Links with the wider community provide opportunities for pupils to observe and experience the outside world and will inevitably help to inform their own attitudes to and views on gender, ethnicity and class. It is therefore important to ensure that such experiences are positive. Equally, it is important to ensure that visitors to the School to give lectures, take assemblies etc. are drawn from both sexes and from backgrounds which reflect social and cultural diversity.

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**2.10 Visiting speakers and advisers:** All staff should ensure that the School's Inclusion Policy is known to visiting speakers and advisers who are directly involved with pupils.

**2.11 Language:** Pupils whose first language is not English must feel that their language and/or dialect is valued. They should therefore be allowed to use their home language in School, but never to use it to exclude others. Examples of this may include an attempt to ensure that others cannot understand a conversation, or as a way of circumventing usual expectations of verbal conduct by knowing that others cannot understand what is being said.

## **3. Staff**

**3.1 The School ethos:** The ethos of the School is one that values staff equally on the basis of their merits, abilities, qualifications and experience, and irrespective of any of the groups stated in section 1.1, and, similarly, has equal expectations of staff in their professional conduct, professional development and performance in post.

### **3.2 Appointments & staffing:**

- All appointments to posts in the School are on the basis of equal opportunities<sup>iii</sup>. Remuneration and general terms and conditions of service apply equally to men and women. Maternity and paternity leave apply to female and male employees respectively and shared parental leave to both.
- The School's Inclusion Policy must apply at all levels to staff as well as to pupils. Pupils should be given positive role models of both sexes and from different social and ethnic backgrounds.

**3.3 Professional conduct:** Competency, disciplinary and dismissal procedures are the same for all<sup>ii</sup> teaching staff; irrespective of status.

**3.4 Staff INSET:** All staff participate in staff INSET and through it are enabled to identify their own training needs. INSET is provided regularly for all staff, and provision for individual training is allocated on a fair and equitable basis, according to need.

### **3.5 Contact time with pupils:**

- In contact time with pupils, all staff should be aware of possible cultural assumptions and bias in their own attitudes and take care to avoid any racist, sexist or homophobic connotations in the language they themselves use.
- All staff should be sensitive to pupils' differing experiences and skills, especially on their arrival in the School. Pupils' conditioning in the home and elsewhere may have predisposed them to culturally-based or gender-stereotyped ideas, assumptions or behaviour. Staff may need to raise expectations of potential or

of standards of achievement or behaviour.

- The variety of teaching styles used should take account of pupils' different learning styles and should give all pupils equal access, provision and treatment. Pupils should be encouraged to work in both mixed and single sex groups.
- Staff should ensure that attention is given to all pupils in a lesson or activity and that excessive attention is not paid to pupils of either sex, whether singly or in groups.

## 4. Discrimination and Harassment

The following are the main forms of discrimination and harassment. The list is not exhaustive, and thus is intended as a guideline.

- 4.1 Discrimination against the Disabled:** Any attitudes held by a person or group towards an individual with a disability, which are offensive, discriminatory or hostile towards the individual are unacceptable. Also unacceptable are acts or expressions that reflect such attitudes, or any incitement to make others adopt such attitudes or behaviour.

Unacceptable behaviour would be; for example:

- physical assault against a person because of his or her disability
- verbal, written or online abuse, intimidation, insults, threats and graffiti
- making reference to an individual's disability in the course of discussions, lessons or activities
- refusing to co-operate with an individual or excluding an individual because of his or her disability
- inciting or encouraging others to behave in any of the above ways.

- 4.2 Racism:** Any attitude held by a person or group of one ethnic origin towards another individual or group of different ethnic origin which is offensive, discriminatory or hostile towards the individual or group is regarded as racism and is unacceptable. Racism is also considered to exist in acts or expressions that reflect such attitudes or in any incitement to behaviour of that kind.

Unacceptable behaviour; for example, would be:

- physical contact or assault against a person or group because of colour or ethnicity
- verbal, written or online abuse, derogatory name-calling, insults, threats and racist jokes
- racist graffiti or caricatures
- the issuing or wearing of racist materials such as leaflets, magazines, insignia
- making racist remarks in the course of discussions, lessons or activities

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- refusing to co-operate with other pupils or excluding other pupils because of colour or ethnic origin
- inciting or encouraging others to behave in any of the above ways.

**4.3 Sexism:** Sexism is considered to be any attitude held by a person or group of one sex, towards an individual or group of the other sex which is offensive, discriminatory or hostile towards the individual or group, and which is unacceptable. Also unacceptable are acts or expressions that reflect such attitudes, or any incitement to behaviour of that kind. Such behaviour need not be repeated or continuous to constitute harassment.

**4.4 Sexual Harassment:** As per Keeping Children Safe in Education (September 2020), when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats
  - upskirting

## 5. Incidents of discrimination or harassment

The effect of discrimination or harassment on its victims is to cause distress and tension. It can lead to fear, anxiety, stress-related illnesses and a general inability to cope as the victim's self-esteem is undermined. Furthermore, both discrimination and harassment undermine the ethos of the School. All staff and pupils are held to be of equal value.

In all cases, complaints must be treated in a serious but sympathetic manner. Victims may find it difficult to make a complaint for fear that their response to

discrimination or harassment is interpreted as a lack of sense of humour or an overreaction to what others perceive as normal working or social relationships. Others may fear reprisal.

Incidences of peer on peer sexual harassment will be treated as a child protection matter and child protection procedures followed.

In cases where a member of staff is subjected to harassment, either by a pupil or a colleague, the victim may feel his or her authority or professionalism undermined if he or she raises the issue.

There is an established complaints procedure that is available on the website.

**5.1 Discrimination against or harassment of staff by staff:** The following courses of action are recommended:

- A person whose behaviour is offensive should initially be made aware of this by the victim or by a confidant(e) of the victim, so that he or she has received due warning. The victim should take avoidance action as far as possible; e.g. not being alone in a room with the person concerned.
- If harassment continues, the victim may keep a written record of incidents and may call on the evidence of any colleagues who have been witnesses. The victim should inform the Senior Deputy Head, who will report the matter to the Head and interview the member of staff accused. Written, signed statements will be taken at interview.
- If harassment persists, the matter should be reported again to the Head, who will decide the extent to which any formal disciplinary procedure should be implemented.

**5.2 Discrimination against or harassment of a pupil by a member of staff:**

Evidence of discrimination or harassment may take a number of forms; such as:

- the witnessing of the discrimination or harassment by another member of staff
- evidence provided by a pupil or pupils confiding in another member of staff
- a formal letter of complaint by a parent or guardian.

Any such incident must be reported to the Head or, in his or her absence, to the Senior Deputy Head. In minor cases, a verbal caution or warning to the member of staff and an apology to the pupil concerned may be sufficient. However, persistent or more serious allegations may be deemed to constitute abuse, and the specific procedures laid down by the Children and Families Act must be followed.

**5.3 Discrimination against or harassment of a member of staff by a pupil:**

The following courses of action are recommended:

- Except in cases of actual physical assault or gross indecency (when the Head must be informed immediately), the incident should be dealt with in the first instance by the member of staff concerned issuing a reprimand and a verbal warning. A senior member of staff and the pupil's tutor should be informed.
- If harassment continues, then the member of staff should officially refer the matter to the senior member of staff. The Head should be informed. Written records should be kept of incidents and any steps taken.
- Should a pupil make an allegation of sexual harassment against a member of staff as a means of harassing the member of staff, it is vital that procedures are followed to the letter so that the integrity and professionalism of the member of staff are respected throughout any investigation, which might ensue.
- In order to ensure that pupils are not presented with any opportunity to make unfounded allegations, members of staff are urged never to put themselves in any position which might be misconstrued as compromising their professionalism. Pastoral staff dealing with confidential matters, staff involved in assisting with games, and staff involved in residential trips are urged to exercise particular caution.

#### **5.4 Discrimination against or harassment of a pupil by another pupil:**

Racist, sexist or homophobic discrimination or harassment may differ from other forms of bullying in that it is not simply a personal attack but is indiscriminately and offensively aimed at a whole group to which the victim happens to belong. It is the School's responsibility to ensure that there is a sufficiently supportive and positive climate to enable any pupil who is the victim of racist, sexist or homophobic discrimination or harassment to inform a member of staff and be confident that effective action will be taken. It is important that the victim and, where appropriate, his or her parents are given reassurance that the School does not tolerate such behaviour:

- Should racist, sexist or homophobic comments occur in a lesson or during the course of a School activity, the member of staff should immediately make it clear to the whole class or group that such remarks are unacceptable. Where relevant, any offensive material should be confiscated, a careful record made, and the pupil concerned given a verbal warning. The appropriate tutor must be informed.
- In the case of a pupil persistently giving offence, written records of incidents must be kept and the tutor again be informed. The Senior Deputy Head should be notified and consideration given to contacting the parents, stating the nature of the problem and inviting them to come to School to discuss it. Counselling for the victim or the offender may need to be considered.
- It is recommended that topics to do with race or racism, sex or sexism should only be discussed in class when they are part of the curriculum and have been carefully planned. Recognition should be given to the richness of a diverse and pluralistic society.

## 6.1 Training, monitoring and evaluation

### Staff development and INSET:

- Regular School INSET will be provided to ensure that staff are kept fully aware of their responsibilities in respect of equal opportunities, discrimination and harassment on grounds of age, race, social and cultural background, linguistic background, gender, Special Educational Needs and Disability (SEND), religious views and beliefs, marital status, sexual orientation, pregnancy or maternity, gender reassignment, political views or trade union membership.
- The induction programme for new staff, newly qualified staff and visiting trainees at the School will include familiarisation with the School's Inclusion Policy.
- Annually, all staff (teaching and non-teaching) are advised to acquaint themselves with this policy and the groups stated in section 1.1 so as to explore and identify the possibility of bias and inequality in any contact with pupils and staff.

## 6.2 Monitoring and Evaluation:

This policy will be kept under annual review. An analysis of incidents will be undertaken with a view to informing or amending procedures.

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<sup>i</sup> 'Anyone' includes regardless of age, race, social and cultural background, linguistic background, gender, Special Educational Needs and Disability (SEND), religious views and beliefs, marital status, sexual orientation, pregnancy or maternity, gender reassignment, political views or trade union membership.

<sup>ii</sup> 'All' refers to all of the groups above.

<sup>iii</sup> Equal opportunities refers to all of the groups above.