



Equality, Diversity and Inclusion Policy

Vision: “The Willink ensured that all students flourish and achieve their full academic and personal potential. They are confident, respectful and resilient global citizens with the knowledge and skills to be successful in 21st Century.”

Mission: Future global changemakers



Values:

Documents which accompany this policy	Accessibility, SMSC, Anti-bullying, Behaviour Management Policy, Charging, Teaching Standards, Staff Code of Conduct
Statutory/Non-Statutory	Statutory
Related documentation	▪ Human Rights Act 1998 ▪ Equality Act 2010 ▪ Equality Act 2010 (Specific Duties) Regulations 2011 ▪ Sec 78, Education Act 2002: duty on Governors to promote the welfare of children ▪ Counter Terrorism & Security Act 2015 – Prevent Duty.
Approval of this policy delegated by the governing body to	Headteacher
Governor responsible	Link Governor for DEIB (in liaison with the Trust Link Trustee for DEIB)
Date this policy was approved	Autumn 2025
Next review due	Autumn 2028
Publication	Website, SharePoint, Governors Portal

The school is committed to ensuring equality of education and opportunity for all of the school’s students, staff, governors, parents/carers, visitors, and any other person who may come into contact with the school. The school aims to develop a culture of inclusion and diversity in which all those connected with the school feel proud of their identity and encouraged to participate fully in school life.

The Willink School is a member of Pioneer Educational Trust. This policy operates alongside, and will over time be harmonised with, the Trust's Equality Information and Objectives document, in line with the Trust's governance structure, including its Link Trustee and Link Governor roles for diversity, equity, inclusion and belonging (DEIB).

We shall strive to ensure that our students leave with the strongest foundation of values upon which to build a successful life and a successful contribution to our society. We value the diverse backgrounds of all students, staff and families and celebrate these through a wide range of lessons and events, teaching tolerance and respect for each other, the differences in our community and the wider world. Our maxim “village school, global outlook” summarises the importance we place on these values. “The Willink Way” reflects an ethos underpinned by the expectation that students will develop character, culture and currency during their Willink ERA. Students are expected to:

- Engage
- Respect
- Achieve

This policy (which should be read in conjunction with the Equality Information and Objectives published by the school each year) outlines the school’s aims, including its obligations under the Equality Act 2010 as outlined in the Appendix. These aims underpin the decisions made by the school with regard to the whole school community, including its duties as an employer, how policy is developed, evaluated and reviewed, how we design, deliver and evaluate services, and how we commission and procure from others.

Principles of Equality

The Willink believes that equality is essential for effective education to take place. It is committed to ensuring that equal opportunities principles guide the work of the school and the behaviour of members within it. It recognises and appreciates the efforts of staff, governors, students and parents in making the school an environment where this is happening.

Equality exists where:

- there is opportunity for each individual to develop their abilities fully
- individual needs are focused on and individual differences valued
- positive role models are provided that encourage each individual’s full development
- there is a calm and friendly atmosphere which encourages and promotes high personal standards
- there is a healthy, safe and secure environment
- individuals are not held back by discrimination, ridicule, put-downs, sarcasm, bullying, harassment, or, offensive behaviour, whether intentional or unintentional
- all may make a contribution to the welfare of the school community
- concerns about injustices are investigated and remedied

These principles apply to all members of the school, visitors, and to any other person who may come into contact with the school, regardless of whether or not they share a protected characteristic.

From a student’s perspective this policy means that:

- Everyone should be treated fairly
- Everyone should feel safe at school
- Everyone should be valued and respected
- Everyone’s concerns should be listened to

- Everyone should have the opportunity to learn

Staff are expected to:

- show respect to all members of the school, local and international communities
- make a balanced use of time with regard to individual students in each class
- monitor assessment and classroom performance with regard to equal opportunities; ensuring that all those students including those who possess a protected characteristic, are making an appropriate rate of progress commensurate with their abilities.
- promote, through example, the principles of this Equality Policy.

Curriculum Management (related policy: Curriculum; SEND; Most Able & Aspiring; School Development Plan)

1. Departmental Responsibilities

In order to ensure that every student has the opportunity to develop their abilities fully within an individual subject area:

- the curriculum, its assessment and styles of teaching in its delivery, will be planned with an awareness of the needs of individuals across the range of aptitudes, cultures and backgrounds
- the curriculum will be balanced, objective, free from bias and sensitive to the need to promote a diverse and tolerant community
- the curriculum will provide opportunities for views to be sensitively articulated, shared and challenged to promote spiritual, moral, social and cultural development (SMSC)
- the content, where appropriate, will present positive images of age, disability, ethnicity, gender at birth or identification, marital / civil partnership status, those who are pregnant or have recently had a baby, their religion or belief, their sexual identity and orientation, and it will aim to counter stereotyping
- the criteria for organising teaching groups will be clear, consistent, and in accordance with the principles of this Equality Policy
- departments will support tutors in making every effort to ensure that students who suffer from ill health, which leads to regular or lengthy absences from school, do not fall behind in their studies
- departments will also support tutors in making every effort to ensure that students who join the school in the middle of a year or course are given the opportunity to catch up with work not covered.

2. Whole School Responsibilities

In order to ensure that every student has the opportunity to develop their abilities fully in the school as a whole:

- within the constraints of the timetable and staffing, students will have access to a broad and balanced curriculum, and to courses taught at an appropriate level for their aptitudes and experience
- the criteria for managing over-subscribed option choices will be clear, consistent, and in accordance with the principles of this Equality Policy
- the school will ensure that students' special educational needs are recognised and supported in accordance with its 'Special Educational Needs' Policy
- students will be provided with appropriate advice and encouragement with regard to options choices, to work experience and to academic and vocational choices at all transition points, including after the compulsory school leaving age
- the school will ensure that these choices are not hindered by gender, disability or cultural stereotyping
- the school will make every effort to ensure that each student has the opportunity and is encouraged to enter for public examinations

- the school will seek to recognise successful learning and development, and to celebrate achievement across as broad a range of student activity as possible
- the school will aim to ensure that the delivery of the curriculum takes place in the appropriate rooms with the necessary equipment. Within the constraints of Health and Safety, all equipment is available to students of all abilities;
- a series of assemblies will be undertaken by a designated person, who will speak to each year group to highlight the Equality Policy at a level appropriate to the age of the students.

The Pastoral System (related policies: SMSC; Anti-bullying; Behaviour Management; Charging)
Promoting equal opportunities diversity and inclusion is a major aim of the pastoral system of the school. This includes the following:

- the formation of positive relationships regardless of individuals' personal situations
- addressing issues related to protected within the programmes of Personal Social Health Education, school procedures and policies for dealing with misbehaviour and bullying
- equal opportunities to participate in trips or other extra-curricular activities;
- positive attempts to assist students who are disadvantaged, for example by offering financial support for school trips
- communication with parents regarding equal opportunities issues that affect the education and welfare of their children.

Pupil Admissions (related policy: Admissions)

The school seeks to ensure that students seeking admission will not be barred on the grounds of any protected characteristics or for any other reason that cannot be justified. Within the school environment, we aim to ensure that students with disabilities are not disadvantaged due to difficulties in access to rooms or to specialist equipment.

In accordance with legal requirements, the ethnic make-up of the school population is monitored on student admission records and staff applications for a post. The school respects the right of the individual to refuse this information and will ascribe the ethnicity of "White British WBRI" where no information is given. This information is conveyed to parents via the Home School Agreement.

Staff Awareness and Conduct (related policy: Teaching Standards, Staff Code of Conduct)

All staff are responsible for ensuring equality, equal opportunities, diversity and inclusion, and should be aware of:

- the fact that they are role models to students
- their own beliefs and behaviour, and the messages these may send to students, parents/carers and colleagues
- the results of their words and actions, whether intentional or unintentional
- individual students' needs, both physical and emotional
- any stereotypes that may be portrayed in resources and curriculum plans

Staff recruitment follows the guidelines set down below. The school actively seeks to promote the career development of all, regardless of a person's protected characteristics.

Employment Guidelines (related policies: pay; recruitment and selection of staff)

1. Recruitment

- all vacancies shall be advertised on the school website and externally.
- the advertisements shall be supported by a job description and person specification.
- advertisements for staff shall be checked to avoid inadvertent discrimination or stereotyping.

- a standard application form shall be used and shall avoid questions of nationality, place of birth, marital status, dependents, ethnic origin and religion. Such information when supplied for monitoring purposes will be detached from the application.
- the job description and person specification shall be used to provide a checklist to select the short or long list for interview.
- interviews shall be carried out by more than one person. Governors are involved in the appointment of posts with responsibility (permanent Management Allowance 2 or above)
- interview questions shall be based on the job description and person specification and questions will be scrutinised for fairness and inadvertent discrimination
- reasons for selection and rejection shall be recorded at each stage of the selection process and these records kept for three years.

2. Promotion

All staff shall be given equal opportunity to apply for promotion as vacancies occur. Policies and guidelines for recruitment apply equally to internal applicants.

3. Staff Development

Opportunities for training and professional development shall be shared equally amongst all staff. Training records are held by the Deputy Head (Teaching) and Business Support Manager using the Blue Sky data base. Training in procedures to deal with/follow up on an ethnic/equal opportunities' incident will be given to appropriate staff

Reasonable Adjustments The school will seek to make reasonable adjustments in order to support equal opportunities (including but not limited to its duty under the Act to provide reasonable adjustments for those with disabilities), recognising that fair treatment is not the same as treating everyone in the same way.

Complaints and Concerns (related policy: Complaints Procedure)

- Any incident, including that which is understood to be of a racial nature and causes upset to the victim related to their ethnicity, will be acted upon in a way appropriate to the seriousness of the incident and recorded on "Crest".
- A senior leader has responsibility for the monitoring and outcomes of incidents. This information will also be reported to the Staffing Committee of the Governing body annually at the end of the academic year.
- The Equality Information and Objectives document will be maintained and used to monitor the school climate in relation to this policy.
- Parents/carers who have concerns about equality, equal opportunities, and issues that affect the education and welfare of their children are encouraged to contact the school.
- Students who have concerns about equality and equal opportunities, are encouraged to talk to a member of staff. They will be given the opportunity to express concerns through their tutor, Head of Learning, or through Year Councils and the School Council.
- Staff concerns may be pursued through line management or development group meetings. Serious concerns regarding the application of the Equality Policy should be referred to the Deputy Head or Head.

Data and Objectives

In accordance with the Act, the school will prepare and publish 'Equality Information and Objectives' each year. As a member of Pioneer Educational Trust, the school's local objectives will reflect and contribute to the Trust's overarching Equality Objectives (as set out in the Trust's Equality Information and Objectives document, 2024-2030), and will be aligned with these on the school's next review.

Monitoring

This policy will be monitored through incident records, supported by detailing incidents and action taken. Overall responsibility for monitoring the Equality, Diversity and Equality Policy and compliance with the Equality Objectives within the school rests with the designated member of the leadership team reporting to the governing body.

Appendix – Overview of the Equality Act 2010 (the “Act”)

Protected Characteristics

The Act enshrines the principle that everyone has the right to be treated fairly and protects people from discrimination on the basis of any of the following “protected characteristics”:

- **Age** - refers to a person belonging to a particular age (eg 32 year olds) or range of ages (eg 18-30)
- **Disability** - a person has a disability if s/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
- **Ethnicity** - The fact or state of belonging to a social group which has a common national or cultural tradition.
- **Gender Reassignment** - the process of transitioning from one gender to another
- **Marriage and Civil Partnership** - Civil partners must not be treated less favourably than married couples
- **Pregnancy and Maternity** - The physical state of being pregnant and 26 week period after birth
- **Religion or Belief** – religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief. Generally a belief should affect your life choices or the way you live for it to be included in the definition.
- **Sex** – a man or a woman
- **Sexual Orientation** – whether a person’s sexual attraction is towards their own sex, the opposite sex or to both sexes.

Types of Discrimination

The Act prohibits the following treatment in respect of people with protected characteristics:

- **Direct discrimination** - where someone is treated less favourably than another person because of a protected characteristic.
- **Associative discrimination** - this is direct discrimination against someone because they are associated with another person who possesses a protected characteristic.
- **Discrimination by perception** - this is direct discrimination against someone because others think that they possess a particular protected characteristic. They do not necessarily have to possess the characteristic, just be perceived to.
- **Indirect discrimination** - this can occur when a rule or policy that applies to everyone, disadvantages a person with a particular protected characteristic.
- **Harassment** – unwanted conduct that has the purpose or effect of violating someone’s dignity or that is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature
- **Victimisation** - this occurs when someone is treated badly because they have made or supported a complaint or grievance under the Act.

The Public Sector Equality Duty

The school has a duty to have regard to the need to:

- **eliminate unlawful discrimination**, harassment, victimisation and any other conduct

prohibited by the Act

- **advance equality of opportunity** between people who share a protected characteristic and people who do not share it, by removing or minimising disadvantages suffered by people with protected characteristics, taking steps to meet the needs of those people where such needs are different from people who do not share those characteristics, and encouraging protected groups to participate in activities where participation is disproportionately low, and
- **foster good relations** between people who share a protected characteristic and people who do not share it by tackling prejudice and promoting understanding between people who share a protected characteristic and others.

The school also has the following specific duties:

- **annual publication** of data to demonstrate how the school complies with its equality duty;
- **prepare and publish equality objectives**, at least every four years.