

## 1. INTRODUCTION

- 1.1 Tudor Hall School (the 'School') are committed to being inclusive as we see the diverse population of both pupils and staff as one of the School's greatest strengths.
- 1.2 Our Vision 32 stated Aims are:
  - 1.2.1 To provide a high standard of education for Tudor Hall pupils aged 11 to 18 in a boarding environment.
  - 1.2.2 To develop the pupils as individuals with regard to the whole person: their intellectual, physical and creative potential and their emotional and spiritual development.
  - 1.2.3 To encourage pupils to use their talents for the benefit of the community around them whether family, school or the wider world, in the spirit of the motto '*Habeo ut dem*' – I have that I may give.
  - 1.2.4 To equip pupils for life after school with the foundation of sound values and faith which are based on Christian teaching but not exclusive of the religions or traditions of other cultures.
- 1.3 Strategic priorities for Tudor Hall School
  - 1.3.1 Deepen the sense of belonging for the whole community.
  - 1.3.2 Improve and enhance recruitment and retention.
  - 1.3.3 Raise pupil attainment by embedding a culture of consistency in the pursuit of excellence across all areas of school life.
  - 1.3.4 Optimise the school's business model to facilitate growth.
- 1.4 The 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, irrespective of difference, to maximise their potential and thrive.
- 1.5 At the School we aim to promote inclusion and tackle any form of prejudice and discrimination and actively promote harmonious relations in all areas of school life and with our key partners such as parents and other schools. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.
  - 1.5.1 This policy applies equally to current and prospective members of the School community, including, parents.
  - 1.5.2 This policy can be made available on request.
- 1.6 The School is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the protected characteristics as set out in the '*Equality Act*' 2010. The protected characteristics are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex and sexual orientation. The School is committed to promoting and developing inclusion and equality of opportunity in all its functions and will seek to do this by:

- 1.6.1 Communicating its commitment to equality and diversity to all members of its community;
- 1.6.2 Ensuring all staff and pupils are aware of the aims of this policy;
- 1.6.3 Developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making; and
- 1.6.4 Demonstrating our zero-tolerance attitude towards discrimination by taking all allegations seriously.

## 2. RESPONSIBILITY

- 2.1 The School's Board of Governors and Senior Leadership Team (SLT) positively role model inclusive behaviour and practice. They have responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School.
- 2.2 Tudor Hall has an EDI Coordinator (the Deputy Head (Academic)) who will steer the work of the EDI Group which includes two EDI Prefects. However, each member of the School community is responsible for being alert to and challenging discrimination, embracing diversity, respecting different faiths and beliefs, and upholding equality of opportunity for all.

## 3. LEGAL FRAMEWORK

- 3.1 Discrimination can take the following forms, including:
  - 3.1.1 **Direct Discrimination** – This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.
  - 3.1.2 **Indirect Discrimination** – This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic, and which cannot be justified as a proportionate means of achieving a legitimate aim.
  - 3.1.3 **Victimisation** – This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
  - 3.1.4 **Harassment** – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.
  - 3.1.5 **Disability Discrimination** – This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

## 4. AIMS AND VALUES

4.1 The aims of this policy and the School's ethos as a whole are to:

- 4.1.1 Eliminate unlawful discrimination on the grounds of any of the protected characteristics;
- 4.1.2 Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language;
- 4.1.3 Promote equality of opportunity for all members of the School community;
- 4.1.4 Comply with the School's equality obligations contained in the '*Equality Act*' 2010
- 4.1.5 Provide a secure environment in which all our children can thrive and achieve all of the outcomes of '*Every Child Matters*' and '*Keeping children Safe in Education*' (2024)
- 4.1.6 Provide a learning environment where all individuals through the 'Equal Opportunities Policy' and other School policies such as the 'Behaviour Policy' and 'Anti-Bullying Policy', feel valued and feel they have a sense of belonging;
- 4.1.7 Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community;
- 4.1.8 Include and value the contribution of all families to our understanding of equality and diversity;
- 4.1.9 Provide and promote positive information about the diversity of UK society;
- 4.1.10 Actively challenge discrimination and ensure that all members of the School community learn from these experiences; and
- 4.1.11 Embed inclusion through all our activities.

4.2 To achieve these aims we will:

- 4.2.1 Involve, where reasonably practicable, all members of the School community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- 4.2.2 Publish and share school policies to the whole School community;
- 4.2.3 Collect and analyse data (such as admissions data) to monitor any potential disadvantage amongst the pupil body;
- 4.2.4 Help to overcome any potential barriers to learning by providing for pupils' diverse needs including any learning support needs and/or disabilities a pupil may have;
- 4.2.5 Ensure the wider school curriculum promotes and celebrates equality and diversity eg. Black History Month and LGBTQ History Month;
- 4.2.6 Operate a clear zero tolerance policy towards abusive or discriminatory behaviour;

- 4.2.7 Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination; and
- 4.2.8 Provide training to ensure all are informed of equal opportunity and principles of diversity and are given opportunity to discuss and understand racism, sexism, homophobia, biphobia and transphobia, unconscious bias and other forms of prejudice. It is important that everyone understands the hurt and harm caused by discrimination and prejudice.

## 5. ADMISSIONS

- 5.1 The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy.
- 5.2 We welcome pupils from many different cultures, faiths and backgrounds and it is the intention of Tudor Hall to make its selection procedure equally accessible to all candidates regardless of religion, ethnicity, disability or background.
- 5.3 Parents must inform the School when completing the registration form of any special circumstances affecting their child (such as learning support needs) which may affect the child's ability to fully participate in the education provided by the School. The School will not offer a place to a child if, after reasonable adjustments have been considered, the School cannot adequately cater for and/or meet their needs.

## 6. EDUCATIONAL SERVICES

- 6.1 The School affords all pupils access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the School's obligations under the '*Equality Act*' 2010 and considerations of safety and welfare.
- 6.2 The School will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.
- 6.3 The School will seek to educate pupils in a multicultural, anti-racist environment using the curriculum, assemblies, PSHEE programme and external speakers to promote understanding and appreciation of other faiths, races and cultures.
- 6.4 The School recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-Bullying Policies.
- 6.5 The School will:
  - 6.5.1 Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination;
  - 6.5.2 Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics listed above;
  - 6.5.3 Ensure those pupils with a statement of special educational needs (or Education Health and Care Plan) receive necessary educational and welfare support;
  - 6.5.4 Ensure that pupils with English as additional language receive additional support, such as extra English tuition, where required;

- 6.5.5 Monitor the admission and progress of pupils from different backgrounds;
- 6.5.6 Challenge inappropriate discriminatory behaviour by pupils, staff and parents;
- 6.5.7 Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of co-curricular activities;
- 6.5.8 Ensure that all staff are aware of their responsibilities promote equality of opportunity and are given appropriate training and support;
- 6.5.9 Work with parents and external agencies where appropriate to combat and prevent discrimination in School; and
- 6.5.10 Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

## 7. RELIGIOUS BELIEFS

- 7.1 Although the School's ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or no religion or faith).

## 8. REASONABLE ADJUSTMENTS

- 8.1 We recognise that treating people equally does not necessarily involve treating them all the same. The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison to non-disabled pupils. The School will inform and consult with parents about what reasonable adjustments, if any, the School are able to make for their disabled child. The School has a duty to make reasonable adjustments (case by case considerations) for staff or pupils who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.
- 8.2 The School is not legally required to make alterations to the School's physical environment as part of the reasonable adjustments duty. However, the School monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled pupils. The School has an Accessibility Plan in place - a copy of which can be made available upon request.

## 9. RESPONSIBILITIES

- 9.1 It is the School Board of Governors' responsibility to:
  - 9.1.1 Ensure that staff act as role models of inclusive behaviour and practice;
  - 9.1.2 Ensure that the School complies with its equality obligations;
  - 9.1.3 Ensure that the School's policies and procedures are monitored in light of this policy and the School's wider equality obligations; and
  - 9.1.4 Be involved, together with the Head, in dealing with serious breaches of this policy.
- 9.2 It is the Head of Tudor Hall's responsibility to:
  - 9.2.1 Ensure effective implementation of this policy and its procedures;

- 9.2.2 Ensure that all staff are sufficiently aware and trained within equality and diversity;
  - 9.2.3 Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors
  - 9.2.4 Have procedures in place to deal effectively with any reported incidents of discrimination, victimisation or harassment e.g. Levels of Behaviour; and
  - 9.2.5 Ensure that all visitors and contractors are aware of and comply with this policy.
- 9.3 It is the responsibility of all staff to:
- 9.3.1 Positively role model inclusive behaviour;
  - 9.3.2 Actively challenge any forms of discrimination, victimization, harassment or bullying;
  - 9.3.3 Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture; and
  - 9.3.4 Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

## 10. CONCERNS AND COMPLAINTS

- 10.1 The School will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to their Housemistress or the Deputy Head (Academic) or may use the School's complaints procedure to seek remedy to such matters.
- 10.2 Any pupil who harasses another pupil on the grounds of any protected characteristic will be subject to the School's disciplinary measures in accordance with the School's Behaviour and Discipline Policy and Levels of Behaviour Chart.
- 10.3 If parents feel this policy has been breached, they should raise their concern or complaint through the School's Complaints Policy which is available on the School website or can be available upon request.

## 11. MONITORING AND REVIEW

- 11.1 This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.
- 11.2 This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the School's equality obligations.

## 12. BREACHES OF THE POLICY

- 12.1 All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Board of Governors.

Approved by Education & Welfare Committee: October 2024  
Reviewed by Deputy Head (Academic): August 2024  
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