



Equality, Diversity and Inclusion Policy

UG School



1. PURPOSE

1.1 Aim

At UG School, we are committed to fostering a learning and working environment where equality, diversity, and inclusion are embedded in all aspects of our school life. This policy outlines our commitment to ensuring that all members of our school community – students, staff, parents/guardians, and visitors – are treated with dignity and respect, and have equal opportunities to thrive and succeed, irrespective of their background or personal characteristics. We believe that a diverse community enriches the educational experience for all.

2. POLICY PRINCIPLES

2.1 We recognise and seek to act upon the following principles:

- * Equality of Opportunity: We are committed to providing fair and equal access to all opportunities, resources, and activities within the school for every member of our community. We actively work to eliminate discrimination, harassment, and victimisation on any grounds.
- * Respect for Diversity: We value and celebrate the diversity of our school community, encompassing differences in ethnicity, culture, nationality, language, religion or belief, gender identity, sexual orientation, socio-economic background, disability, learning styles, and other individual characteristics.
- * Inclusion: We strive to create an inclusive culture where everyone feels a sense of belonging, is valued for their unique contributions, and is empowered to participate fully in school life. We actively seek to understand and address the diverse needs of our community members.
- * Discrimination: We are against to all forms of discrimination, harassment, and victimisation, whether direct or indirect, based on any protected characteristic. We are committed to taking appropriate action to address any such incidents.

2.2 All members of the school community are of equal value regardless of:

Ethnicity, culture, religious affiliation (or lack thereof), language, gender identity, sexual orientation, national origin or status, disability (physical, sensory, cognitive, mental health), socio-economic background, family structure, age, marital or civil partnership status, pregnancy and maternity, race, religion or belief, or any other protected characteristic.

2.3 We recognise and respect diversity across all aspects of school life, including:

- * Curriculum design and delivery
- * Teaching methodologies and assessment practices
- * Student support services
- * Pastoral care and well-being programmes



- * Extracurricular activities and school events
- * Staff recruitment, retention, and professional development
- * Communication and engagement with parents/guardians
- * The physical environment and accessibility

2.4 We will actively work to reduce and remove any professional and interpersonal barriers that already exist or may arise:

This includes taking opportunities to maximise positive practice and minimise negative or discriminatory impacts in all our policies, procedures, and activities. We will make reasonable adjustments to ensure that individuals with disabilities can participate fully in school life.

2.5 Addressing prejudice and prejudice-related bullying:

Our school is opposed to all forms of prejudice, including:

- * Racism and xenophobia
- * Religious intolerance and discrimination
- * Sexism and gender bias
- * Homophobia, biphobia, and transphobia
- * Ableism and discrimination based on disability
- * Prejudices reflecting socio-economic background or any other characteristic leading to unfair treatment.

There is guidance in our Anti-Bullying Policy on how prejudice-related bullying and other bullying incidents are identified, recorded, and dealt with.

2.6 Staff development and training:

We ensure that all staff, including support and administrative staff, receive relevant training and opportunities for professional development to enhance their understanding of equality, diversity, and inclusion, and to promote inclusive practices in their work. This will be provided on an on-going annual basis and as part of the safer recruitment training.

2.8 Breaches of the policy:

Adherence to this policy is expected of all members of the school community. Breaches of this policy will be dealt with in line with other relevant school policies, such as the Staff Code of Conduct, the student behaviour policy, and the Complaints Policy. The seriousness of a breach will be determined by the Head of School and/or the relevant leadership team member.



3. RESPONSIBILITIES

3.1 Roles and responsibilities:

- * The Governing Body/School Board is responsible for ensuring that the school complies with relevant legislation and that this policy and its related procedures are effectively implemented and reviewed.
- * The Head of School is responsible for implementing this policy, for ensuring that all staff are aware of their responsibilities, and for taking appropriate action in any cases of unlawful discrimination.
- * All Teaching and Non-Teaching Staff are expected to:
 - * Promote an inclusive and collaborative ethos in their classroom and working environment.
 - * Challenge discriminatory behaviour and language.
 - * Be aware of the diverse needs of students and colleagues and make reasonable adjustments where necessary.
 - * Act as role models in promoting respect for diversity.
 - * Report any incidents of discrimination or harassment in accordance with school procedures.
 - * Engage with relevant training and professional development opportunities.
- * Students are expected to:
 - * Treat each other with respect and understanding.
 - * Challenge prejudice and discrimination.
 - * Behave in a manner that supports an inclusive school environment.
 - * Report any incidents of discrimination or harassment to a member of staff.
- * Parents/Guardians are expected to:
 - * Support the school in its commitment to equality, diversity, and inclusion.
 - * Work collaboratively with the school to address any concerns related to this policy.
 - * Encourage their children to be respectful and inclusive.

4. MONITORING AND REVIEW

This policy will be reviewed annually by the School Director in consultation with the school community. The review process will consider the effectiveness of the policy in promoting equality, diversity, and inclusion, and will identify any areas for improvement. Data on incidents of discrimination and the impact of inclusion initiatives will be used to inform the review.

Date Approved: [26.12.2024]

Next Review Due By: [26.12.2025]