



KNELLER HALL SCHOOL

Equality, Diversity and Inclusion Policy

This policy includes detail relating to the following areas: disability; race equality; equal opportunities; and equality, diversity and inclusion.

Context

- Prepared with regard to the Equality Act 2010 (inclusive of Schedule 10) and the Public Sector Equality Duty 2011;
- The Children's Act 1989;
- The Human Rights Act 1998;
- The Sex Discrimination (Gender Reassignment) Regulations 1999;
- The Special Educational Needs and Disability Code of Practice: 0-25 years (Department for Education and Department for Health, January 2015) and the Education (Independent School Standards) (England) (Amendment) Regulations 2014.
- The Data Protection Act 2018.
- The General Data Protection Regulations (GDPR) 2018, and Data Protection Act (DPA) 2018

Applies to:

- The whole school, along with the out of school care including extra-curricular activities and all other activities provided by the school, inclusive of those outside of the normal school hours.
- All staff (teaching and support), pupils, visitors within the school, volunteers, governors and external contractors and providers hired by the school.
- In our school, the term 'staff', in the context of safeguarding, is inclusive of all staff, and is also inclusive of students on placement, contractors, agency staff, volunteers, the Proprietor and governors.

Related Documents:

Accessibility Plan
Admissions Policy
Anti-Bullying Policy
Behaviour Policy
Curriculum, Teaching and Learning Policy
First Aid Policy
Health and Safety, Risk Assessment and Welfare Policy, and related procedures
Learning Differences Policy
Online Safety Policy
PSHEE Policy
RSE Policy
Safeguarding Policy
Safer Recruitment Policy
Staff Code of Conduct

Availability

This policy is made available to parents, staff and pupils via the school website and on request from the school office.

Monitoring and Review

This policy is subject to continuous monitoring, refinement and audit by the Principal, who undertakes a formal annual review of it.

A particular focus is given during the monitoring of the ethnic and gender composition of the existing workforce and of applicants for jobs (including promotion) and the number of people with disabilities within these groups, and the policy is reviewed in accordance with the results shown by the monitoring.

Information provided by job applicants and employees for monitoring purposes is only used for these purposes and is dealt with in accordance with the Data Protection Act 2018.

Signed

A handwritten signature in black ink, appearing to read 'Amy Cavilla', written over a light grey rectangular background.

Amy Cavilla
Principal
September 2026

Aims

The policy exists to ensure that all the provisions of relevant equality legislation, including the Equality Act 2010 and associated statutory guidance and codes of practice, are fully observed throughout all areas of Kneller Hall School. The school recognises its responsibilities in relation to pupils, staff, parents, carers, governors, contractors and visitors, and is committed to ensuring that equality, diversity, inclusion and dignity are promoted across all aspects of school life.

We aim to create, maintain and protect a learning and working environment that is free from unlawful discrimination, harassment, bullying, victimisation and prejudice. Kneller Hall School seeks to celebrate and value every individual, supporting each person to make the most of their talents, aspirations and abilities regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity, or social and ethnic background.

The school recognises that equality and inclusion are essential to safeguarding, wellbeing and educational achievement. Unacceptable behaviour relating to protected characteristics, including racism, sexism, misogyny, homophobia, biphobia, transphobia, antisemitism, islamophobia and disability discrimination, will not be tolerated and will be addressed promptly and appropriately in accordance with the school's safeguarding, behaviour and disciplinary procedures.

Accessibility and SEND

Schedule 10 of the Equality Act 2010 requires the Governors of Kneller Hall School to maintain an Accessibility Plan, in writing, which is reviewed regularly and implemented effectively. The Accessibility Plan seeks to increase the extent to which disabled pupils are able to participate in the curriculum, improve the physical environment of the school, and improve the delivery of information to disabled pupils, staff and visitors.

The school is committed to making reasonable adjustments wherever practicable in order to remove barriers to participation and learning. The Governors recognise the importance of allocating appropriate resources in support of accessibility and inclusion.

Learning Differences: SEND Policy outlines the arrangements in place to support pupils with Special Educational Needs and Disabilities and details how inclusive practice is promoted throughout the school community.

Definition of Disability: A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

The Kneller Hall School Learning Differences SEND Policy includes:

- an explanation of how the individual needs of all children are met, including how children who are disabled or have special educational needs (SEN) are included, valued and supported, and how reasonable adjustments are made for them;
- an explanation of the role of the Head of Learning Support and the Assistant Head of Learning Support;
- arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference;
- how inappropriate attitudes and practices are challenged; and
- how the provision encourages children to value and respect others.

Recognising and Respecting Diversity

Treating people with dignity, fairness and consideration does not necessarily mean that all individuals should be treated identically. The school recognises that different individuals may require different forms of support, adjustment or provision in order to achieve equality of opportunity and participation.

Kneller Hall School is committed to fostering a culture in which diversity is recognised as a strength and in which all individuals feel respected, represented and included. The school therefore works actively to eliminate unlawful discrimination and to promote positive attitudes and understanding in relation to disability, race, ethnicity, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership, and age in employment.

The school also recognises the importance of promoting respectful discussion and understanding of difference through the curriculum, assemblies, co-curricular provision and wider pastoral life of the school.

Inclusion

It is a primary aim of Kneller Hall School that every member of the school community feels included, valued, respected and safe, and that all individuals are treated fairly, consistently and with compassion. School policies and practices are therefore designed to support an environment in which all members of the community are able to live, learn and work together positively.

From September 2023, the school adopted the strapline 'All different, all equal, all belong' to reflect its ongoing commitment to ensuring that every member of the community experiences a genuine sense of belonging. The school's approach includes the promotion of positive attitudes, knowledge and understanding towards disability, different ethnicities, cultures, religions, nationalities and family backgrounds, together with mutual respect between all people regardless of sex, gender identity or sexual orientation.

The curriculum, including Relationships, Sex and Health Education (RSHE), Personal, Social, Health and Economic Education (PSHEE) and Spiritual, Moral, Social and Cultural (SMSC) Education, supports pupils in developing empathy, respect, resilience and an understanding of equality and inclusion in an age-appropriate manner.

Anti-Racism

The school does not tolerate discriminatory language, behaviour, harassment or bullying in any form. All incidents are treated seriously, investigated appropriately and recorded in accordance with safeguarding and behaviour procedures.

Where discriminatory elements are identified within incidents of bullying or conflict, these will be explicitly acknowledged, challenged and addressed through appropriate educational and disciplinary responses. The school recognises the potential impact of discrimination on emotional wellbeing, mental health and educational outcomes and will seek to support individuals affected by such behaviour.

Gender Identity and Inclusion

Kneller Hall School seeks to provide a respectful, supportive and inclusive environment for pupils and staff, including those who may be questioning their gender identity or undergoing gender reassignment.

Support for individual pupils or staff members will be considered sensitively and on a case-by-case basis, taking into account safeguarding responsibilities, legal duties, the wellbeing of the individual concerned, the rights of others within the school community, and appropriate partnership working with parents/carers and external professionals where relevant.

The school will continue to review and have regard to current Department for Education guidance, Equality Act 2010 duties and safeguarding expectations in this area.

Employment and Recruitment

The Governors avoid unlawful discrimination in all aspects of employment including recruitment, promotion, training, pay, benefits, dismissal and redundancy. Selection criteria and procedures are designed to ensure that appointments are made on the basis of merit, suitability and objective job-related criteria.

Kneller Hall School is committed to fair, transparent and safer recruitment practices and recognises the importance of promoting equality of opportunity throughout all stages of employment.

Reasonable adjustments will be considered for applicants and employees with disabilities wherever practicable and appropriate.

Sex / Gender /Transgender Discrimination

No pupil should be excluded from receiving the curriculum on the basis of their sex, gender, gender identity, or gender reassignment. No privileges should be reserved for pupils on the basis of their sex, gender identity, or gender reassignment. The school promotes diversity through a programme of carefully selected literature within the school library.

The school provides support to pupils and staff to help them through transition or gender identity questioning. Social transition refers to choosing to live life as a preferred gender, while medical transition refers to the process by which a transgender person takes steps to physically alter their body.

The school enables staff development and support and liaises with parents and external agencies, where appropriate. The school makes provision for continuous professional development with reference to gender identity and young transgender people.

The school maintains an understanding of current legislation, research, and philosophy relating to the promotion of an inclusive environment for all pupils, including the Equality Act 2010.

The school accesses relevant sources of expertise in order to promote positive behaviour within the curriculum and to support pupils' personal, social, and emotional development.

The school also provides support to staff and pupils through transition, gender identity questioning, or gender reassignment, and liaises with external agencies where necessary to ensure appropriate guidance and support are in place.

Class Discrimination

Assumptions should not be made about pupils' home circumstances, opportunities, or potential on the basis of social class.

Pupils should be permitted to speak in their natural dialect where appropriate and when needed.

Direct speech within pupils' written work may reflect dialect, particularly within the lower school, before pupils fully develop the ability to differentiate speech through punctuation in written work.

Principles

The wider community and society should benefit from our policies and practices. We intend that our policies and practices contribute to the creation and maintenance of a diverse, tolerant and socially cohesive community. We view Kneller Hall School as playing a part in the creation of such communities at a school, local, regional and national level. We aim to encourage the active participation of all individuals and groups in society and in public life, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. We intend to promote a society in which discrimination, victimisation and harassment on the basis of any perceived difference is not tolerated.

All pupils are valued, and their contributions recognised. Pupils are supported and encouraged to maximise their potential and to contribute fully to all areas of school life. Contributions are regularly recognised: on a small scale, through regular verbal and written feedback by teaching staff; on a larger scale, through end-of-term prizes which include academic, theatrical, dramatic and sporting achievement, as well as dedication to the school values of courage, excellence, perseverance and respect.

We aim to give every pupil a sense of achievement and fulfilment regardless of disability, ethnicity, culture, national origin, national status, sex, gender, religious or non-religious affiliation, sexual orientation or gender identity.

Mindful of our tradition within the Christian community of the British Isles, we are also fully committed to the fundamental ethical principles of:

- consideration for others;
- awareness of the importance and celebration of each and every individual within the school community;
- the need to respond generously to the needs of those less economically fortunate than ourselves.

School assemblies which can, at times, be taken by visiting religious leaders of various denominations and faiths, will cover themes of shared concern and are not biased in respect of any religion, denomination or gender. Just as cultural and religious diversity within the school community is to be valued, so it is important that the life and direction of individual religious groups should be supported within the context of Kneller Hall School.

Procedures for Addressing Discriminatory Behaviour Definitions

Discrimination: treating one person less favourably than another on the grounds of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, marital status or sexual orientation.

Harassment: any unwanted conduct which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It can be persistent or isolated and includes behaviour which induces anger, stress, anxiety, fear or sickness on the part of the person being harassed. It can be physical, verbal, direct or indirect, and can include gestures, intimidation, unwelcome remarks, suggestions, propositions, malicious gossip, jokes and 'banter'. In addition, non-verbal harassment can include offensive literature, pictures, graffiti, isolation, non-co-operation or unwelcome physical conduct. The school does not tolerate any form of harassment or bullying: such behaviour is totally unacceptable, and the school looks to support any employee who is suffering from harassment. The school strives to provide a neutral working environment in which no one feels threatened or intimidated.

Victimisation: treating one person less favourably than another on the grounds that that he or she has brought discrimination proceedings, given evidence or information regarding discrimination proceedings or alleged discrimination, or because he or she intends to do any of these acts.

Unwanted Behaviour: anyone who feels they have been discriminated against, harassed or victimised in breach of the principle of equal opportunities set out above, is entitled to complain using the procedures set out below.

Informal Resolution of Discriminatory Issues

Stage 1: You should speak or write to the individual concerned informing him or her that their behaviour is unwelcome.

Stage 2: If the unwanted behaviour continues, you should ask the Principal to speak to the person concerned. If the person concerned is the Principal, you should ask the Governors to speak to the Principal.

Stage 3: If the unwanted behaviour continues, you should keep a record of any relevant incidents and consider taking formal action as set out below.

Formal Procedure for Dealing with Discriminatory Behaviour

Formal Notification: If you feel that the informal procedure has not stopped the unwanted behaviour or that the behaviour is too serious to be resolved by using that procedure, you should follow the formal parts of the school's Grievance Procedure. You are entitled to an appeal against any decision in accordance with the Grievance Procedure. Under the Grievance Procedure, any grievance is investigated thoroughly by an impartial member of management. Where possible, the member of staff complaining of harassment or discrimination will be kept anonymous. Any mischievous, vexatious or malicious claims of harassment of any nature will be regarded as gross misconduct.

Roles and Responsibilities

All staff and stakeholders should recognise that they have a specific role and responsibility in their day-to-day work to:

- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.

Every employee is required to assist the Governors and the whole school to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.

Employees should be aware that they can be held personally liable as well as, or instead of, the Governors for any act of unlawful discrimination. Employees who commit serious acts of harassment may also be guilty of a criminal offence.

Acts of discrimination, harassment, bullying or victimisation against employees or parents and their families are disciplinary offences and are dealt with under the school's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

The Role of the Principal

The Principal will:

- implement the school's equal opportunities and anti-racist policies;
- ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations;
- ensure that all recruitment and selection processes give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum and promote respect for other people in all aspects of school life, for example in assembly, where respect for other people is a regular theme, and in displays shown around the school;
- treat all incidents of unfair treatment and any racist incidents with due seriousness.

Employment and Recruitment

The Governors avoid unlawful discrimination in all aspects of employment including recruitment, promotion, training, pay, benefits, dismissal and redundancy. Selection criteria and procedures are designed to ensure that appointments are made on the basis of merit, suitability and objective job-related criteria.

Kneller Hall School is committed to fair, transparent and safer recruitment practices and recognises the importance of promoting equality of opportunity throughout all stages of employment. Reasonable adjustments will be considered for applicants and employees with disabilities wherever practicable and appropriate.

Being a committed equal opportunities employer, the school takes every possible step to ensure that employees are treated equally and fairly in respect of these matters, be they staff or pupil, and the school challenges stereotyping and prejudice whenever it occurs. All policies and practices conform to the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline and dismissal, and redundancy.

All newly created posts are normally advertised externally in the national press, and/or in local press, and/or in specialist journals as appropriate to the position in question. Our aim in doing this is to encourage suitable applicants from a broad range of backgrounds. In observing equal opportunities practice, Kneller Hall School also makes clear in employment advertisements and application packs our exemption under the Rehabilitation of Offenders Act as part of our safeguarding commitments. Medical information is only requested following an offer of employment.

Selection of Candidates

We clearly define requirements for selection in advertisements or job descriptions sent to candidates as part of the employment application process. Selection criteria for employment are objective, job-specific and carefully assessed as necessary to the fulfilment of the position.

Interviewing and short-listing are carried out in a consistent and fair manner across all positions and departments within the school, in order to ensure an equitable and non-discriminatory practice. Selection methods for interviewing and shortlisting are objective and directly relevant to the nature of the vacant position. Interviewing is only be carried out by suitably qualified and prepared panels of staff.

Employee Training and Development

Kneller Hall School is committed to equality of opportunity in terms of access to Continuing Professional Development (CPD) and training to increase employees' knowledge, skills and professional awareness in order that they are more readily able to fulfil their full professional potential.