



CHISLEHURST SCHOOL FOR GIRLS

Policy Document

Policy Name: EQUALITY AND DIVERSITY POLICY 2026-27

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Date of Next Review: October 2027

Most Recent Updates: October 2026

P3: reference to Prevent Strategy

P4: Curriculum & Welfare – reference to teaching of controversial topics

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Other Staff Contribution: Review: EDI staff working party
Student 'EDIT' group

EQUALITY AND DIVERSITY POLICY 2026-27

Aims

We are a '*vibrant, supportive and inclusive school*' (Ofsted 2023) that celebrates difference and acknowledges the equal worth of each individual. We offer a broad and balanced curriculum which provides for equal opportunities for all. We remove social barriers to achievement, access and progression and ensure inclusive practice in all our interactions.

We confront discrimination, including unconscious bias and seek to educate children and adults to be non-judgemental of themselves and others.

Objectives:

To ensure that no-one is disadvantaged because of their age, disability, gender reassignment, marriage/ civil partnership status, pregnancy or maternity, race, religion or belief, sex, sexual orientation (Protected Characteristics under the Equality Act, 2010)

To celebrate all our communities through our curriculum, assemblies, environment and language

To respond quickly and fairly to discrimination in all its forms

To create community cohesion through our school ethos

Context

In October 2010, the **Equality Act** replaced all existing equality legislation consolidating earlier legislation on race, disability, gender etc. into a single source of discrimination law. This policy refers to non-statutory guidance from the Department for Education, May 2014: "*The Equality Act 2010: Departmental advice for school leaders, school staff, governing bodies and local authorities*".

The Equality Act 2010 sets out the responsibilities of all public bodies, including schools, to:

- Eliminate discrimination
- Advance equality of opportunity of those with "Protected Characteristics"

- Foster good relations between those with different Protected Characteristics and those without.

Equal opportunities underpin all aspects of school life at CHSFG and forms an integral part of the School's planning, policies and practices.

Protected Characteristics

It is unlawful for the School to discriminate against a member of the School community by treating them less favourably because of:

- Sex*
- Age
- Race and Ethnicity
- Disability
- Religion or beliefs
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity.

**As a single-sex school, CHSFG does not admit boys in Years 7-11*

Race & Ethnicity:

Schools are recommended to adopt MacPherson's definition of a racist incident, as outlined in the enquiry into the death of the teenager Stephen Lawrence: "A racist incident is any incident which is perceived to be racist by the victim or any other person."

This is a victim-friendly definition used by the Home Office, which is nationally accepted by the DfE, the Police and the LA. It includes all groups, and is not confined to race or skin colour. It requires schools to demonstrate effective listening, supported by impartial investigation procedures that allow both the victim and the alleged perpetrator to be given a fair hearing. 4 A racist incident may be perpetrated against individuals because of their race, colour, nationality, culture, language or religion. Racial incidents may also include acts not targeted at an individual.

CHSFG promotes race equality and opposes racism in all its forms. The Equality Act 2010 defines racial discrimination as discrimination on the grounds of colour, race, nationality, ethnic or national origins. Allegations are investigated and appropriate action is taken in line with the School's Anti-Bullying and Behaviour for Learning

Policies. The School recognises that an educational/restorative approach is often most effective in tackling these issues, alongside formal sanctions and referral to the Youth Policing Team and/or PREVENT (strategy to address radicalisation) if required. The curriculum and personal development programme provides rich opportunities for discussions about race, identity and culture. This is evidenced in curriculum maps.

Students with limited English skills on entry are provided with EAL tuition to support a rapid increase in their understanding of the English language to enable them to engage with learning rapidly and to reduce any impact having English as a second language may have on their outcomes and their overall success. Where first languages are spoken at home, we actively seek methods to engage with the parents and families to ensure that the individual and their parents can access effectively the breadth of provision in place for them. (See EAL policy).

The school is proud of its different interest groups relating to racial identity, including the Black Alliance, Culture Club (Asia) Language club (Eastern European) and Roma/ Traveller group. These groups are instrumental in giving student voice and representing our diverse communities in Whole School Assemblies and events.

Special Educational Needs, Disability and students with Medical Needs

The Equality Act 2010 defines disability as “when a person 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”. The School makes “reasonable adjustments” for those students with disabilities to allow them to be on a more equal footing with non-disabled students and to allow equal access wherever is practicably possible. Where needed, the School works closely with the local authority and external agencies to provide necessary support, services and aids relevant to the individual’s needs.

The School’s **Accessibility Plan** is updated annually and aims to increase the extent to which disabled students and other members of the school community can participate in the life of the school.

All students on the School’s SEND list have a Pupil Profile outlining practical classroom based strategies to remove barriers to learning. These are developed in partnership with students and parents/carers and reviewed three times per year or more, depending on complexity of needs. The school has an important SEND interest group called the ‘Lighthouse Gang’ who give their voice on a range of issues. See the School’s **SEND policy** for further information on SEND provision at CHSFG.

Religion & Beliefs:

CHSFG recognises the range of diverse religious backgrounds in the school, including those with no religious affiliation and fosters an ethos of mutual understanding and respect for the beliefs and practices of others. Religious Education performs a fundamental role in this process, teaching students about world religions rather than encouraging adherence to any specific belief system. The school recognises the Christian tradition of Great Britain, and this is reflected in whole school assemblies on Christmas and Easter. The collective worship schedule promotes all world religious traditions including Humanism and those of no religious belief. CHSFG respects the views of students and staff who hold no religious beliefs. Students study a range of world religions (including Humanism and Atheism) in Religious Studies in line with SACRE guidelines. There is a school prayer and reflection room which served the whole school community.

Sexual Orientation:

Sexual orientation is a Protected Characteristic defined as the attraction a person feels toward another, determining with whom they form intimate relationships with. Attraction can be:

- to those of the same sex (lesbian women, gay men)
- to the opposite sex (heterosexual)
- to both males and females (bisexual)
- to males, females and transgender (pansexual)

CHSFG recognises and celebrates the many forms of consensual sexual attraction, including those not listed above and has a vibrant GSA (LGBTQ+ student group) that seeks to educate promote understanding and support this community through school events, lessons and whole school assemblies for example in recognition of LGBTQ+ History month.

Gender:

A person's gender refers to their identification as male, female, transgender, gender neutral/gender fluid or other gender identity not listed here. At CHSFG students are supported to examine their own identity. Individuals undergoing gender reassignment are a protected category. Gender reassignment refers to an individual who is in the process of reassigning their gender by changing physiological and/or other attributes and covers those who have, or plan to, take steps to live in a different gender. The School's Family Liaison Officer signposts to support both within school and through external organisations and support networks. The school has a student-led GSA (LGBT+ forum) which feeds into school events and whole school assemblies.

Pregnancy/Maternity:

Local authorities have a duty to arrange full-time educational provision for young people of compulsory school age (section 19 of the Education Act 1996) and can include those who are pregnant or a parent. The School and the relevant local authority will work in partnership to address cases on an individual basis, ensuring that where appropriate, alternative educational provision meets the needs of the young person. CHSFG does not discriminate against any employee on grounds of pregnancy/ maternity.

Marriage, civil partnership and age:

On the rare occasion that a student gets married or enters a civil partnership whilst at school we will work with the individual to ensure that this does not impact upon their learning and access to opportunities. CHSFG does not discriminate against any employee on grounds of marital status, civil partnership or age.

Curriculum and Welfare

CHSFG is committed to providing a broad and balanced curriculum that encourages all young people to be open to new ideas and encourages independent and critical thought, which can be both challenging and thought provoking. Staff should challenge all discriminatory views within the classroom and should not seek to influence students with their personal views on issues. The delivery of the curriculum should take account of individual sensitivities, show respect for diversity in all its forms and challenge discriminatory views.

We aim to ensure that:

- Teachers have the highest expectations of all students
- Teachers encourage full participation using a range of active learning strategies and targeted questioning
- Teaching materials are suitably differentiated to meet the needs of individual students, informed by SEND Pupil Profiles, outlining practical strategies for removing barriers to learning
- A variety of assessment methods are used to reflect different learning styles and all students receive detailed feedback to allow them to make progress
- Teaching content and resources reflect a range of perspectives and viewpoints, underpinned by the SMSC
- Curriculum planning takes account of the needs of all students
- GCSE guided choices to provide the “best fit” with students’ academic profile

- Homework club in Year 7 to support students to develop positive homework habits, targeted at disadvantaged/Pupil Premium students but accessible to all
- Heads of Faculties monitor teaching resources and materials in their subject areas to ensure that all protected characteristics are represented and celebrated in resources, exemplar and displays.
- The School's website and displays are monitored regularly to check that a range of images are shown, representative of the School's diverse population and avoiding stereotypes
- The School's reward systems are age-appropriate and open to all students
- Relationships & Sex Education and related content in subjects such as Religious Studies, delivers factual information delivered in a sensitive, respectful and balanced manner (see School's Policy on RSE)
- Careers advice is impartial
- Issues related to Equal Opportunities are explored through the School's PSHE, Collective Worship programme and "Thought for the Week".
- All students are actively encouraged to take part in extra-curricular activities and visits and journeys: financial assistance is available for those experiencing financial hardship and bespoke planning to allow access for students with disabilities/medical needs
- International dimension to the curriculum and international links foster a culture of mutual understanding and celebration.

Tackling disadvantage

The School accepts that all individuals have different needs and that young people are not the same and should not be treated as if they are. **Positive Action** allows the School to create a more "level playing field", mitigating for disadvantage related to key groups or those with protected characteristics and allowing for equal *opportunities*.

Through the School's rigorous systems for monitoring and tracking student progress, the performance of specific groups is analysed and indications of underperformance addressed. These groups include:

- High ability students from disadvantaged backgrounds
- Free School Meals (FSM) and/or Pupil Premium
- Students with Special Educational Needs and/or Disability (SEND)

- Students from different ethnic groups
- “Looked After Children” in public care (LAC) and post-LAC

Discriminatory Behaviour Monitoring

The School values our diverse culture and takes all allegations of prejudice-motivated bullying seriously, responding to these in line with the School’s Behaviour for Learning and Anti-Bullying Policies. To ensure that allegations related to those with Protected Characteristics are treated fairly and to monitor numbers of incidents, the School maintains a log of incidents related to racism, homophobia, transphobia or other discriminatory behaviours.

Data on **behaviour** is analysed for patterns relating to specific groups e.g. ethnicity, Pupil Premium, SEND and a report is produced for Governors every term to allow for challenge.

Equal Opportunities for Staff

CHSFG aims to ensure that all job applicants and employees receive equal treatment and are not disadvantaged by unnecessary conditions or requirements. We aim to achieve the best professional standards for all. Equal opportunity also makes good business sense in terms of improved morale, lower sickness absence, less stress and greater commitment. A simple definition of Equal Opportunity is ‘giving all staff a fair and unbiased way to reach their potential and feel valued’.

All employees are expected to perform their duties with regards to Equality legislation. Deliberate breaches of policy may result in disciplinary action. We do not accept negative behaviours towards any members of staff, particularly if they are due to prejudice views related to the protected characteristics.

When recruiting staff, we do so with adherence to equal opportunities to ensure the selection process is fair and without discrimination. Recruitment and Selection When recruiting staff, we do so in accordance with the school’s “Recruitment, Selection and DBS” policy. We ensure that all stages of the selection process are fair and non-discriminatory (see Staff Recruitment Policy). We seek the views of staff members in our staff Equality, Diversity and Inclusion school working party.

Student Admissions

CHSFG takes steps to ensure that the admissions process is fair and equitable to all students and publishes the **Admissions Policy** annually.

Achievement

Patterns of attainment and progress are analysed at key assessment points throughout the year in relation to gaps in terms of ethnicity, disadvantage, SEND and ability to ensure a level playing field by providing interventions for underachieving groups.

Attendance

The Attendance Team monitor attendance of all students and analyse data for patterns related to specific groups, reporting to the Governors every term. There is a designated Attendance Officer whose focus is the attendance of Pupil Premium students, acknowledging the link between disadvantage, poor attendance and risk of underachievement.

Uniform

It is the remit of the Governing Body at CHSFG to agree on policy relating to uniform and related issues around personal presentation of students. Practical adjustments can be made e.g. in relation to SEND and are considered on an individual basis. Students are permitted to wear skirts or trousers as reflects their personal identity.

Complaints

If you believe that you have received less favourable treatment related to the Protected Characteristics stated in the 2010 Equality Act or that this policy has been breached in any way to your detriment, this will be addressed through the School's Complaints Procedure.

- **Examples of key related policies:**
- National: The Equality Act 2010 Equality and Human Rights Commission: Meeting the Equality Duty in Policy and Decision-Making England (and non-devolved public authorities in Scotland and Wales)
- Chislehurst School for Girls- Admissions 2026-27
- Chislehurst School for Girls - Behaviour for Learning 2026-27

- Chislehurst School for Girls - Special Educational Needs and Disability Policy 2026-27
- Chislehurst School for Girls – Teaching and Learning Policy 2026-27
- Chislehurst School for Girls - Medical Needs and First Aid 2026-27
- Chislehurst School for Girls – Accessibility 2026-27
- Chislehurst School for Girls - Staff Recruitment 2026-27
- Chislehurst School for Girls - Pay Policy 2026-27
- Chislehurst School for Girls – SMSC and British Values Policy 2026-27
- Chislehurst School for Girls – PSHE and RSHE Policy 2026-27