



Kneller Hall Junior school

EQUALITY, DIVERSITY AND ANTI-INTOLERANCE POLICY

Incorporating: Equal Opportunities, Disability and Accessibility, Race Equality, and Racism, Prejudice and Intolerance.

This policy applies to the whole school, including the Early Years Foundation Stage (where applicable), extra-curricular activities and all activities provided by or on behalf of the school.

Document Control:

Policy Owner	The Head, with oversight from the Board of Governors
Approved By	Board of Governors
Status	Statutory / Non-statutory (school to confirm per its constitution)
Review Cycle	Annually, or sooner if legislation or guidance changes
Next Review Date	September 2027
Availability	school website, Parent Portal, and on request from the school office

Signed:

Sasha Davies
Head
September 2026

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1. Aims and Ethos

Kneller Hall Junior school is committed to providing an inclusive education in which every member of the school community — pupils, staff, parents, volunteers, governors and visitors — is treated with dignity, fairness and respect, whatever their background or circumstances.

We believe that everyone has a role to play in challenging injustice, and that education, dialogue and example are among the most powerful tools for building a kinder and more cohesive society. We seek to celebrate individuality, increase understanding and tolerance, and ensure that every pupil and member of staff is supported to fulfil their potential.

This policy exists to:

- ensure that the school meets, and where possible exceeds, its obligations under equality law and the Independent school Standards;
- create and protect a learning and working environment that is free from discrimination, harassment, victimisation and intolerance of any kind;
- set out clearly how issues of racism, prejudice and intolerance are prevented, identified and addressed;
- explain the roles and responsibilities of governors, leadership, staff and pupils in promoting equality and diversity; and
- provide fair and transparent procedures for raising and resolving concerns.

Unacceptable behaviour connected with any protected characteristic — including but not limited to racism, sectarianism, islamophobia, antisemitism, homophobia, biphobia, transphobia, and prejudice based on disability, sex or age — is not tolerated at the school, whether by pupils, staff, or any other person acting on the school's behalf.

2. Legal Framework

This policy has been prepared with regard to the following legislation and statutory guidance, as amended from time to time:

- Equality Act 2010, including Schedule 10 (accessibility for disabled pupils) and Part 6 (duties of schools as education providers);
- Children Act 1989 and Children Act 2004;
- Human Rights Act 1998;
- Education (Independent school Standards) Regulations 2014 (as amended);
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (Department for Education and Department of Health and Social Care, January 2015);
- Keeping Children Safe in Education (statutory safeguarding guidance, current edition);
- UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018;
- Employment Rights Act 1996 and related employment legislation, so far as it concerns discrimination, harassment and victimisation at work.

Note on superseded provisions: earlier versions of this policy referred to the Sex Discrimination (Gender Reassignment) Regulations 1999 and the Race Relations Act 1976. Both have been repealed and their protections are now contained within the Equality Act 2010, which this policy follows throughout.

As an independent school, the school is not, in general, subject to the Public Sector Equality Duty under section 149 of the Equality Act 2010 (which applies to public authorities). The school nonetheless has direct, personal duties under Part 6 of the Equality Act 2010 not to discriminate against, harass or victimise pupils, and separate duties as an employer under the Act. The school has regard to the spirit of the public sector equality duty as a matter of good practice.

Protected Characteristics

The Equality Act 2010 identifies nine protected characteristics. It is unlawful to discriminate against, harass or victimise any person because of:

- age
- disability

- gender reassignment
- marriage and civil partnership (in employment only)
- pregnancy and maternity
- race (including colour, nationality, and ethnic or national origin)
- religion or belief (including lack of belief)
- sex
- sexual orientation

This policy applies these protections consistently across admissions, education, pastoral care and employment, save where the Act itself provides a specific and lawful exception (for example, limited exceptions relating to single-sex admissions, where applicable to the school).

3. Scope

This policy applies to:

- the whole school and all activities provided by or on behalf of the school, including out-of-school care, extra-curricular activities, trips and visits, and activities taking place outside normal school hours;
- all staff (teaching and support), pupils, volunteers, governors, and external contractors, agency staff and providers engaged by the school;
- all forms of communication, including in person, in writing, and online (see also the Online Safety Policy).

For the purposes of safeguarding, references to 'staff' in this policy include students on placement, contractors, agency staff, volunteers, the Proprietor and governors, in line with the school's Safeguarding Policy.

Related Policies

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum, Teaching and Learning Policy
- SEND (Learning Differences) Policy
- Online Safety Policy
- PSHEE / RSE Policy
- Safeguarding Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Grievance and Disciplinary Procedures

4. Definitions

Discrimination

Treating a person less favourably than another because of a protected characteristic (direct discrimination), or applying an apparently neutral provision, criterion or practice which disadvantages people who share a protected characteristic without objective justification (indirect discrimination).

Harassment

Unwanted conduct related to a protected characteristic which has the purpose or effect of violating a person's dignity, or of creating an intimidating, hostile, degrading, humiliating or offensive environment. It may be physical, verbal or non-verbal; persistent or a single incident; and includes offensive remarks, jokes, 'banter', gestures, images, graffiti, isolation or exclusion, and unwelcome physical conduct.

Victimisation

Treating a person less favourably because they have made or supported a complaint or grievance relating to discrimination or harassment, or are suspected of having done so.

Racism, Prejudice and Intolerance

Any attitude, remark, behaviour or practice — whether direct, indirect, casual, or embedded in tradition or assumption — that demeans, excludes or disadvantages a person or group because of race, ethnicity, nationality, religion or belief, or that reflects hostility or bias against a protected characteristic more broadly. This includes, but is not limited to, racist, sectarian, antisemitic, islamophobic, homophobic, biphobic and transphobic language or conduct.

5. Promoting Equality, Diversity and Inclusion**Curriculum and Ethos**

The school's curriculum, assemblies, PSHEE/SMSC provision and pastoral programme are used actively to build understanding, respect and resilience against prejudice. In particular, the school:

- reviews curriculum content and reading lists to ensure fair representation of people of different races, religions, ethnicities, genders and backgrounds, and to recognise their contributions to history, science, the arts and public life;
- challenges stereotyping — for example, avoiding stereotypical portrayals of particular regions, cultures or historical groups, and providing context where historical texts contain outdated or prejudiced material;
- ensures assemblies and collective worship reflect and respect the school's religious and cultural diversity, and are not biased towards any one religion, denomination or gender;
- supports pupils who are bilingual or who use a home dialect, recognising that fluency in English is not an indicator of academic potential, and making interpretation support available to pupils and parents where needed;
- takes care over the pronunciation and spelling of pupils' names, and treats nicknames as the choice of the pupil concerned;
- organises class and pastoral groupings without reference to gender or background, other than where this supports individual attainment or need;
- applies uniform rules equally to all pupils, and considers requests for reasonable adjustment to uniform on religious or cultural grounds sensitively and on a case-by-case basis.

Disability, Special Educational Needs and Accessibility

The school is committed to identifying and removing barriers to participation for disabled pupils and staff, and to making reasonable adjustments as required by the Equality Act 2010.

A person has a disability for the purposes of the Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

In accordance with Schedule 10 of the Equality Act 2010, the Governors maintain a written Accessibility Plan, reviewed and kept under regular review, which aims to:

- increase the extent to which disabled pupils and staff can participate in the curriculum;
- improve the physical environment of the school to increase disabled pupils' access to education and to the school's facilities and services; and
- improve the delivery of information to disabled pupils in accessible formats and within a reasonable time, taking account of pupils' preferences and those of their parents.

The Governors allocate adequate resources to implement the Accessibility Plan and review it, and this policy, in the light of experience and any legislative change.

The school's SEND (Learning Differences) Policy sets out further detail on identification, support, monitoring of outcomes, and the roles of the Head of Learning Support and Assistant Head of Learning Support.

Sex, Gender and Gender Reassignment

- No pupil or member of staff is excluded from any part of the curriculum, activity or opportunity on the basis of sex, gender identity or gender reassignment.
- No privileges are reserved on the basis of sex or gender identity.
- The school provides appropriate support to any pupil or member of staff who is transitioning or questioning their gender identity, working sensitively with the individual, their family (in the case of pupils) and, where appropriate, external agencies.
- Staff receive appropriate professional development to ensure an informed, inclusive and legally compliant approach to gender identity.
- Reasonable, individualised arrangements are made in relation to matters such as uniform, facilities and participation in activities, in a manner that respects the dignity and privacy of the pupil or member of staff concerned and, where relevant, that of other pupils.

Socio-Economic Background

- No assumptions are made about a pupil's ability, behaviour or home circumstances based on their social or economic background.
- Pupils are free to use their natural spoken dialect; younger pupils' written work may reflect dialect before formal punctuation conventions are established.
- The school is mindful of its duty to those less economically fortunate and, consistent with its ethos, seeks opportunities to respond generously and to promote wider social cohesion.

6. Anti-Racism, Anti-Prejudice and Anti-Intolerance

Kneller Hall Junior school is absolutely committed to an education that is inclusive and that respects individuals of every race, religion and ethnic group. We are privileged to be able to celebrate difference within our community, and we work continually to increase understanding, tolerance and respect.

We start from the position that every person is an individual with the right to be treated with respect, and that listening — and teaching others to listen — enriches the lives of our pupils and of the wider community.

Racist, sectarian, antisemitic, islamophobic or otherwise intolerant language or behaviour by a pupil, member of staff, or any other person connected with the school is not tolerated. Where such an incident occurs, the school will:

- act promptly to stop the behaviour and to prevent repetition;
- record the incident appropriately, in line with the school's Behaviour and Anti-Bullying Policies;
- provide support to anyone affected;
- address any racial, religious or cultural element identified within a bullying incident explicitly, in accordance with the Anti-Bullying Policy; and
- treat proven incidents by pupils as matters for the Behaviour Policy, and by staff as matters for disciplinary action, which may amount to gross misconduct.

Through the leadership of the Head and Senior Leadership Team, and with the full support of the Governors, the school regularly reviews how issues of racism, prejudice and intolerance are identified and addressed — through curriculum review, staff training, pupil voice, and engagement with parents. The school welcomes suggestions from pupils, staff and parents on how this work can be strengthened.

7. Equality of Opportunity in Employment

Kneller Hall Junior school is an equal opportunities employer. Person specifications, job descriptions and selection criteria are limited to what is objectively necessary for the effective performance of the role, and candidates are assessed against those criteria alone.

- Recruitment, promotion, training, pay, benefits, discipline and selection for redundancy are conducted without unlawful discrimination on the basis of any protected characteristic.
- Reasonable adjustments are made for candidates and employees with a disability, in accordance with the Equality Act 2010.
- Medical information is requested only after a conditional offer of employment has been made.
- Employment advertisements make clear, where relevant, the school's exemption under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as part of the school's safeguarding responsibilities under Safer Recruitment practice.
- Interviewing and shortlisting are carried out consistently and fairly by suitably prepared panels.
- Employees have equal access to Continuing Professional Development (CPD) appropriate to their role.
- Reasonable requests for leave for religious observance are not unreasonably refused. Requests should be made in writing to the Head, with as much notice as possible and normally at least one month in advance; such leave is normally unpaid, though part-time staff may be offered the option to make up the time where this benefits the school.

Employees should be aware that, in addition to the school's own liability, individuals can be held personally liable for acts of unlawful discrimination or harassment, and that serious harassment may also constitute a criminal offence.

8. Roles and Responsibilities

The Governors

- set the strategic direction for equality, diversity and inclusion and approve this policy;
- maintain and resource the Accessibility Plan;
- ensure that recruitment, promotion and employment practice comply with equality law;
- receive reports on monitoring and any significant incidents.

The Head

- implements this policy and the school's related equality and anti-racism practice day to day;
- ensures all staff understand and apply this policy fairly and consistently;
- ensures recruitment and selection give due regard to this policy;
- embeds respect for others across the curriculum, assemblies and school life;
- treats all incidents of unfair treatment, prejudice or intolerance with due seriousness.

All Staff

- promote equality, inclusion and good relations within the school community;
- challenge inappropriate language, stereotyping and bias whenever it occurs;
- select teaching material thoughtfully, avoiding racist, sexist or otherwise prejudicial content, and providing positive and accurate representation of all groups;
- record and report incidents of prejudice, discrimination or intolerance in line with school procedure;
- identify their own training needs in this area and raise them with the Senior Leadership Team.

Pupils

- are expected to treat one another, staff and visitors with courtesy and respect;
- are supported and encouraged to speak up, whether about their own experience or on behalf of others, without fear of consequence.

9. Raising and Resolving Concerns

Anyone who believes they have experienced or witnessed discrimination, harassment, victimisation, or racist or intolerant behaviour is encouraged to raise this promptly, using whichever of the following routes is appropriate.

Informal Resolution

- Stage 1: Where appropriate and safe to do so, the person may speak or write to the individual concerned, making clear that the behaviour is unwelcome.
- Stage 2: If the behaviour continues, the matter should be raised with the Head (or, where the concern involves the Head, with the Chair of Governors), who will speak to those involved.
- Stage 3: A written record of relevant incidents should be kept, and formal action considered if the behaviour persists.

Formal Procedure

Where informal resolution is inappropriate, has been unsuccessful, or the matter is sufficiently serious, the concern should be raised under the school's Grievance Procedure (for staff) or in accordance with the Behaviour, Anti-Bullying or Complaints Policy (for pupils and parents, as applicable).

- Concerns are investigated promptly and impartially by a member of the Senior Leadership Team or another suitable person not directly involved in the matter.
- Confidentiality is maintained so far as possible, consistent with the need to investigate fairly and to safeguard those involved.
- There is a right of appeal against any decision, in accordance with the relevant procedure.
- Malicious or vexatious complaints will themselves be treated as a disciplinary matter.

Proven acts of discrimination, harassment, victimisation or racist/intolerant behaviour by staff are treated as disciplinary offences under the school's disciplinary procedure and may constitute gross misconduct, potentially leading to dismissal without notice. For pupils, such conduct is addressed under the Behaviour Policy and, where relevant, the Anti-Bullying Policy.

10. Monitoring and Review

This policy is subject to continuous monitoring and is formally reviewed at least annually by the Head, with oversight from the Governors. Particular attention is given to monitoring the ethnic, gender and disability composition of the workforce and of job applicants, and this policy and related practice are reviewed in light of that monitoring.

Any information collected from job applicants or employees for monitoring purposes is used only for that purpose and handled in accordance with the UK GDPR and Data Protection Act 2018.

This policy is made available to parents, staff and pupils via the school website and Parent Portal, and a copy may be obtained on request from the school office.