FARRINGTONS
SCHOOL

Equality, Diversity and Inclusion Policy

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Regulatory References	**Equality Act 2010, Public Sector Equality Duty 2011**
Links to other policies	**Grievance Policy, Complaints Policy, Staff Code of Conduct, Disciplinary Policy ,Flexible Working Policy, Whistleblowing Policy**
Date of next review	**September 2027**

1 Introduction

1.1 Farringtons School ('the School') is committed to being inclusive as we see diverse population of both pupils and staff as one of the School's greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity be at the core of all the School's activities. The Methodist Independent Schools Trust (MIST) MIST is committed to continually increasing diversity and remains alert to its obligation to minimise unconscious bias (in all forms). MIST supports awareness and promotes challenge to outdated societal thinking and structures.

1.2 This policy applies equally to current and prospective members of the School community, including, parents. Staff should refer to the Equal Opportunities Policy.

1.3 This policy can be made available on request.

1.4 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 - Equality Act 2010. The protected characteristic are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sex and sexual orientation.

1.5 The School is committed to promoting and developing inclusion & equality of opportunity in all its functions and will seek to do this by:

(a) Communicating its commitment to equality and diversity to all members of its community
(b) Ensuring all staff and pupils are aware of the aims of this policy
(c) Briefing for staff and pupils on the Equal Opportunities Policy
(d) Developing monitoring, evaluation and review mechanisms of school policies and procedures and decision-making
(e) Demonstrating our zero tolerance attitude towards discrimination by taking all allegations seriously

1.6 Related Policies

a) Equal Opportunities Policy
b) Admissions Policy
c) Child Protection and Safeguarding Policy
d) Behaviour Policy
e) Anti-bullying including Anti-cyberbullying Policy
f) Staff Code of Conduct
g) Disability and Accessibility Policy
h) Prevent Duty Policy (included in Child Protection Policy)
i) Complaints Policy
j) Pupil Welfare (Day and Boarding) Policy

2 Responsibility

2.1 MIST Trustees, The School Board of Governors and Senior Leadership Team have responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School.

2.2 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 The Legal Framework

3.1 Discrimination can take the following forms, including:

(a) 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.
(b) 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.
(c) 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.
(d) 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.
(e) 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:

(a) Eliminate unlawful discrimination on the grounds of any of the protected characteristics
(b) 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
(c) Promote equality of opportunity for all members of the School community
(d) Comply with the School's equality obligations contained in the Equality Act 2010
(e) 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 (2021)
(f) 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
(g) 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
(h) Include and value the contribution of all families to our understanding of equality and diversity
(i) Provide and promote positive information about the diversity of UK society
(j) Actively challenge discrimination and ensure that all members of the School community learn from

these experiences
(k) Embed inclusion through all our activities

4.2 To achieve these aims we will:

(a) 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 (b) Publish and share school policies to the whole School community
(c) Collect and analyse data (such as admissions data) to monitor any potential disadvantage amongst the pupil body
(d) 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
(e) Ensure the wider school curriculum promotes and celebrates equality and diversity eg. *Black History Month, LGBT History Month & Pride Month*
(f) Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
(g) Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination
(h) Ensure all staff are appropriately trained in EDI matters eg. on-line Unconscious Bias training
(i) Continue to promote the EDI Group and encourage more student involvement and ensure that it is student led.

4.3 Our school ethos states that:

The Methodist Church is engaged in education as part of its Christian mission in the world. Its schools will seek to extend the Methodist ethos and character and contribute to diversity in education.

Our Mission is:

To inspire, assist and challenge young people to achieve their potential.

Our Values

The School motto, Posside Sapientiam, (Growing in wisdom) influences much of what we do. Underpinned by Christian values, Farringtons School aspires to be a place of trust and respect where teachers take an active interest in the intellectual, physical, moral and spiritual development of every student. We know co-education to be the right platform for developing the interpersonal skills necessary to succeed in the modern world. The importance we place on nurturing individuality and the manageable size of Farringtons ensures that students do not get lost, but rather thrive in their own way – they are encouraged to 'Develop and Shine'.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.

4.4 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.

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. The School accepts applications from, and admits, pupils irrespective of any protected characteristic.

5.2 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, Wellbeing (RSE) 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:
(a) Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
(b) 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
(c) Ensure those pupils with a statement of special educational needs (or Education Health and Care Plan) receive necessary educational and welfare support
(d) Ensure that pupils with English as additional language receive additional support, such as extra English tuition, where required
(e) Monitor the admission and progress of pupils from different backgrounds
(f) Challenge inappropriate discriminatory behaviour by pupils, staff and parents

(g) Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of extra-curricular activities
(h) Ensure that all staff are aware of their responsibilities promote equality of opportunity and are given appropriate training and support
(i) Work with parents and external agencies where appropriate to combat and prevent discrimination in School
(j) Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

7 Religious Belief

7.1 Although the School's Methodist 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 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 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 MIST Trustees (delegated to the School Board of Governors) responsibility to:

(a) Ensure that staff act as role models of inclusive behaviour and practice
(b) Ensure that the School complies with its equality obligations
(c) Ensure that the School's policies & procedures are monitored in light of this policy and the School's wider equality obligations
(d) Be involved, together with the Head (both Senior and Prep School) in dealing with serious breaches of this policy.

9.2 It is the Head's (both Senior and Prep School) responsibility to:
(a) Ensure effective implementation of this policy and its and procedures
(b) Ensure that all staff are sufficiently aware and trained within equality & diversity
(c) Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors
(d) Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment eg. Levels of Behaviour
(e) Ensure that all visitors and contractors are aware of, and comply with this policy.

9.3 It is the responsibility of all staff to:
(a) Positively role model inclusive behaviour
(b) Actively challenge any forms of discrimination, victimization, harassment or bullying
(c) Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture
(d) 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 the Assistant Head (Pastoral) or may use the School's complaints procedure to seek remedy to such matters. In 2026 the school introduced it's 'Call it In' system whereby students can scan a QR code (from a poster, website or their planners) and anonymously report any incidences of discriminatory behaviour. They can also email worried@farringtons.

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 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

13. An EDI group has been established by KJO which meets at least once every half term. The aim of the group is to promote a more effective EDI presence at school and promote better understanding of key issues and ensure that the school is fulfilling all of its duties under the Equality Act 2010.