



GREENFIELD SCHOOL

Equality, Diversity and Inclusion Policy 2023-2024

1. INTRODUCTION

At Greenfield we aim for a culture of consciously inclusive staff, children and parents. We work to abolish barriers (both to our learning and in all of our activities); devoting time and resources to our curriculum to offer an education and a place of work that is truly representative of a diverse community. We believe that everyone should understand and celebrate their value without prejudice or discrimination.

2. AIMS OF THE POLICY

To create a truly inclusive environment for all, ensuring fair treatment and opportunity in an environment free from discrimination.

Through curriculum, culture, policy and process we aim to remove any barriers to access, participation, attainment, achievement or progression for all staff and pupils at Greenfield School.

3. INCLUSION IN THE LIFE OF THE SCHOOL

All stakeholders will promote equality, diversity and inclusion throughout the school as follows:

The Senior Leadership Team will:

- Actively challenge any discrimination it witnesses.
- Promote equal opportunities for all staff, students and all members of the school community.
- Lead a label-free environment which recognises a community of individuals.
- Acknowledge any conscious or unconscious bias to ensure we are fair and accountable in our approach to EDI.
- Celebrate and encourage diversity in all areas of the school community.
- Embrace a fully diverse calendar which reflects a wide variety of celebrations.
- Lead an environment free from discrimination where all members are valued and dignity is promoted (Equality Act (2010)).
- Ensure all staff receive Inclusion training at induction and as part of annual staff training.
- Ensure that speakers and workshops leaders at the school are diverse in nature.
- Ensure that the Greenfield uniform enables the children to be empowered in their own choices, regardless of gender.

The Teaching Staff will:

- Actively challenge any discrimination it witnesses.

- Actively teach about our Global community and prepare the children to be positive global citizens.
- Ensure examples shown in lessons (across all subjects), schemes of work and in all walks of school life (e.g. assemblies) fully reflect a diverse population.
- Educate children in a label-free environment.
- Abolish barriers to learning in the classroom.
- Evaluate all subject planning through a lens of inclusion.
- Ensure that assessment is inclusive and to promote success for all.
- In supplying toys, resources and equipment, strive to make non-gender typical choices where possible.
- Ensure all toys, resources and equipment are accessible, regardless of gender.
- Ensure the school works alongside an inclusive calendar to acknowledge or celebrate all religious festivals with no particular importance given to one religion.
- Ensure whole school events and activities place no particular importance on the experiences or traditions of any one culture or religion.
- Recognise that religious observance has an important part to play in valuing the spiritual development of all members of our community, strengthening social cohesion, developing a strong sense of self and celebrating shared values.

The Bursar and Estates Manager will

- Work with the catering team to focus on providing food to reflect a diverse community and offering celebratory events reflective of an inclusive calendar.
- Ensure that the building is safe, secure and easily accessible for staff, children and visitors with accessibility issues.

4. DISCRIMINATION

Discrimination can take many forms, as set out below. Discriminatory views or behaviour of any sort will not be tolerated and the Greenfield Community can expect to be challenged by peers or senior leadership.

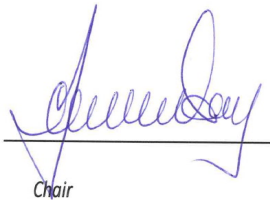
Types of discrimination

- **Direct Discrimination** – When a person is treated less favourably than another because of an actual or perceived protected characteristic (Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation)
- **Indirect Discrimination** - Where an organisation unjustifiably operates a rule or policy that looks the same for everyone but in effect disadvantages people from a particular protected group.
- **Victimisation** – When an individual has exercised their rights under equality legislation, or helped another person to do so, and is treated less favourably as a direct result.
- **Disability Discrimination** – Direct or indirect discrimination or diminished opportunities, or failure to make reasonable adjustments to alleviate disadvantages caused by disability.
- Discrimination by association - treating a person less favourably because they are linked or associated with a protected characteristic

5. USEFUL LINKS

- [Keeping Children Safe in Education 2023](#)
- [Surrey Safeguarding Children Partnership and Guidance](#)
- [Early Years foundation Stage Statutory Framework](#)
- [Independent School Standard Regulations 2014](#)
- [Equality Act 2010](#)

Date May 2023



Chair

Chair of the Board of Governors
Next Review Date May 2024