



The King's (The Cathedral) School
Equality, Diversity, and Inclusion Policy

Responsibility:	Mr R Mbanu
Ratified By:	Governing Body
Date Reviewed:	April 2025
Next Review Date:	April 2027

Contents

1. Introduction.....	3
2. Purpose.....	3
2.1 The aims of the policy are:	3
2.2 This policy should be read in conjunction with:.....	3
3. Scope	3
4. Regulatory Framework	4
4.1 This policy has been prepared to meet The King's (The Cathedral) School responsibilities under:	4
4.2 This policy has regard to the following guidance and advice:	4
5. Publication and Availability	4
6. Roles and Responsibilities	4
7. Discrimination under the Equality Act 2010.....	5
7.1 The Equality Act 2010.....	5
8. School Environment.....	6
8.1 Admissions and induction	7
9. Pupils' Progress and Achievement	7
9.1 Equal Access	7
9.2 Positive Action.....	7
9.3 Exclusions	7
9.4 Teaching and Educational Materials	7
9.5 Pupil Interaction	7
9.6 Bullying.....	8
9.7 School Uniform.....	8
9.8 Symbols of Faith	8
9.9 Disabled Pupils	8
10. Religious Belief	8
10. Disability and Special Educational Needs	8
10.1 Pupils with Education, Health and Care (EHC) Plans.....	9
10.2 Pupils with English as an additional language.....	9
11. Provision for pupils with particular religious, dietary, language or cultural needs.....	10
12. Equality, Diversity, and Inclusion in Employment	10
13. Equality Information.....	11

“For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ.” 1 Corinthians 12:12

1. Introduction

- 1.1 The King’s (The Cathedral) School is committed to developing, maintaining, and supporting an inclusive culture and environment for the benefit of all its pupils and employees. The school recognises the positive effect on mental health and wellbeing of an inclusive school where all members of the King’s school family are treated with dignity and respect and where quality of opportunity and provision are equally accessible to all members of our community regardless of gender, religious belief or ethnicity.
- 1.2 The principles of equality, diversity and inclusion are central to the School’s theologically rooted vision and at the heart of our school life. The King’s (The Cathedral) School expects all employees, pupils, parents/carers and members of the wider school community to be treated equitably and with respect.

2. Purpose

- 2.1 The aims of the policy are:
 - to promote equal treatment within The King’s (The Cathedral) School for all members of our community;
 - to communicate the commitment of The King’s (The Cathedral) School to the promotion of equal opportunities;
 - to create and maintain an open and supportive environment which is free from discrimination;
 - to foster mutual tolerance and positive attitudes so that everyone can feel valued within The King’s (The Cathedral) School;
 - to actively promote and safeguard the welfare of children, staff and others who come into contact with The King’s (The Cathedral) School.
- 2.2 This policy should be read in conjunction with:
 - Antibullying and Harassment Policy;
 - Behaviour Policy;
 - Racial Equality Policy; (Cannot locate on school website) Admission Policy and arrangements;
 - Anti-Bullying Policy;
 - Special Educational Needs and Disability Policy;
 - Accessibility Plan;
 - Relationships Education/Relationships and Sex Education Policy;
 - Uniform Policy.
 - The Examination Policy

3. Scope

- 3.1 This policy applies to all:
 - Employees and prospective employees (job applicants and prospective job applicants) of The King’s (The Cathedral) School;
 - Former employees of The King’s (The Cathedral) School with regards to the provision of an employment reference;
 - All workers, contractors, and sub-contractors; consultants; agency workers; employees seconded from other organisations; governors and volunteers that work with The King’s (The Cathedral) School;
 - Pupils of The King’s (The Cathedral) School and their parents/carers;

- Other members of the community which The King's (The Cathedral) School serves e.g. Peterborough Cathedral.

3.2 All of these groups are expected to adhere to the principles set out in this policy.

4. Regulatory Framework

4.1 This policy has been prepared to meet The King's (The Cathedral) School responsibilities under:

- Equality Act 2010;
- Education and Skills Act 2008;
- Children Act 1989;
- Childcare Act 2006;
- Data Protection Act 2018 and General Data Protection Regulation (GDPR);
- Children and Families Act 2014
- The Children, Schools and Families Act 2010.

4.2 This policy has regard to the following guidance and advice:

- Equality Act 2010;
- The Equality Act 2010 and Schools: departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014);
- Technical guidance for schools in England (Equality and Human Rights Commission, July 2014);
- Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015);
- Advice and Guidance: How can we stop prejudice-based bullying in schools? (Equality and Human Rights Commission);
- Keeping children safe in education (DfE, September 2019);
- Working together to safeguard children (HM Government, February 2019);
- Relationships education, relationships and sex education (RSE) and health education guidance (DfE, June 2019);
- Trade Union and Labour Relations (Consolidation) Act 1992.

5. Publication and Availability

- This policy is published on The King's (The Cathedral) School website.
- This policy is available in hard copy on request to the Headteacher's PA.
- This policy can be made available in large print or another accessible format if required.

6. Roles and Responsibilities

6.1 The King's (The Cathedral) School has overall responsibility for all matters which are the subject of this policy. The King's (The Cathedral) School is aware of its duties under the Equality Act 2010 and the requirement to meet the Public Sector Equality Duty. This means in carrying out its functions, The King's (The Cathedral) School is required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the government legislation;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

6.2 The Headteacher of The King's (The Cathedral) School is responsible for:

- Ensuring that all employees, pupils and parents/carers are aware of this policy, of its expectations and the reason why this policy is in place;
- The preparation and implementation of each school's PSED (Public Sector Equality Duty) Statement;
- Sharing the equality objectives with the Governing Body and where appropriate including these in the school development plan;
- Acting as a role model for the school community;
- Ensuring that all employees have access to appropriate training with regards to equality and diversity.

6.3 All Senior Leaders of The King's (The Cathedral) School that line manage Departments within our School are responsible for:

- Ensuring that all employees that they line manage have access to this policy;
- Co-operating with any measures introduced by the School in relation to equal opportunities and diversity;
- Managing their employees in a way which is consistent with this policy;
- Setting a good example and ensuring all employees understand the standards expected of them;
- Following agreed procedures in relation to equality and diversity;
- Ensuring that they have undertaken relevant equality and diversity training;
- In conjunction with the Headteacher and the member of the Senior Leadership Team (SLT) responsible for Continual Professional Development and Leadership (CPDL) ensuring that members of their staff have undertaken relevant equality and diversity training.

6.4 All employees are responsible for:

- Complying with this policy at all times when dealing with each other, managing other employees, and in their relationships with children, parents, carers, governors and other stakeholders;
- Treating colleagues, governors, pupils, volunteers, visitors, and members of the public with dignity and respect;
- Embracing a culture that provides supportive and positive working relationships and behaviour, which underpins the School's vision and values;
- Being alert to discrimination and taking action to avoid becoming involved in any form of discrimination;
- Making colleagues aware if their conduct or behaviour is inappropriate and/or reporting this to the Headteacher, or, if the inappropriate behaviour comes from the Headteacher, to the Chair of Governors;
- Providing support to employees who are subject to inappropriate conduct;
- Acting as positive role models in their approach to all issues relating to equality of opportunity;
- Promoting good community and workplace relations to foster and encourage an atmosphere of tolerance and support so that there is no place for behaviours which would negatively impact upon the community or school.

7. Discrimination under the Equality Act 2010

The King's (The Cathedral) School recognises the benefits of having a diverse community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others. The King's (The Cathedral) School is committed to be an equal opportunities education provider and is committed to equality of opportunity for all members of the school community.

7.1 The Equality Act 2010

Brings together previous legislation to protect people from discrimination in the workplace and in wider society. The act covers nine 'protected characteristics' which qualify for protection from discrimination under the act. These are as follows:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

7.2 Whilst not a protected characteristic under the Act, The King's (The Cathedral) School will not discriminate on the grounds of trade union membership or activities as set out in the Trade Union and Labour Relations (Consolidation) Act 1992.

7.3 The King's (The Cathedral) School also opposes all bullying and unlawful discrimination on the basis that a person has special educational needs or learning difficulties, or because English is an additional language.

7.4 Under the Act, there are three main types of discrimination, as set out below. Discrimination may be direct, indirect, or arising from disability and may occur intentionally or unintentionally: Direct discrimination (including direct discrimination by association and direct discrimination by perception): direct discrimination occurs when a person is treated less favourably than another person because of a Protected Characteristic. For example, rejecting an applicant of one race because it is considered they would not "fit in" because of their race. This would be a decision based on grounds of their race and would be direct discrimination.

Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that pupil.

Indirect discrimination: indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which is applied to all but puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with sex, they would be indirectly discriminatory on the grounds of sex.

Discrimination arising from disability: discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

Note:

- Age is not a protected characteristic in relation to the provision of education or services to pupils, but it is a relevant protected characteristic in respect of staff and others.
- Marriage and civil partnership are not protected characteristics in relation to education or the provision of education or services to pupils, it is included however in relation to staff and others.

7.5 Under the Act, it is also unlawful to subject pupils or staff to Harassment, or Victimisation.

8. School Environment

Equality and diversity principles will be embedded in school daily practices, policies and the processes of decision-making, including but not limited to:

8.1 Admissions and induction

- The King's (The Cathedral) School accepts applications from, and admits pupils irrespective of their sex, gender reassignment, race, disability, sexual orientation, pregnancy and maternity, or religion or belief or special educational needs and/or disability (SEND) and will not discriminate on these grounds in the terms on which a place is offered. The school will treat every application in a fair, open-minded way.
- The King's (The Cathedral) School ensures that their Admission Policy and arrangements reflects The King's (The Cathedral) School approach towards equal opportunities for prospective pupils and is consistent with this policy.

9. Pupils' Progress and Achievement

9.1 Equal Access

The King's (The Cathedral) School will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their sex, gender reassignment, race, disability, sexual orientation, pregnancy and maternity, or religion or belief or special educational needs, subject to overriding considerations of safety and welfare.

9.2 Positive Action

The King's (The Cathedral) School may afford pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.

9.3 Exclusions

The King's (The Cathedral) School will not discriminate against any pupil by excluding them from school or by subjecting them to any other detriment, on the grounds of their sex, gender reassignment, race, disability, sexual orientation, pregnancy and maternity, or religion or belief, or special educational needs.

9.4 Teaching and Educational Materials

Efforts are made at The King's (The Cathedral) School to recognise and be aware of the possibility of bias (for example, on the grounds of sex or race), so that this can be eliminated in both teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.

9.5 Pupil Interaction

At The King's (The Cathedral) School, all pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their sex, gender reassignment, race, disability, sexual orientation, religion or belief, or pregnancy and maternity or special educational needs, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of The King's (The Cathedral) School. Pupils will be encouraged to question assumptions and stereotypes. The Learning for Life and relationships education/relationships and sex education curriculum encourages respect for other people, with regard to the Protected Characteristics.

9.6 Bullying

The King's (The Cathedral) School will not tolerate bullying or cyberbullying for any reason. Specific types of bullying include:

- Bullying relating to race, religion, belief or culture
- Bullying related to SEN, learning difficulties or disabilities
- Bullying of young carers or looked after children, or otherwise related to home circumstances
- Sexist or sexual bullying, or bullying related to gender reassignment

See the School's Anti-Bullying Policy.

9.7 School Uniform

The King's (The Cathedral) School Uniform Policy is consistent with this policy:

- The King's (The Cathedral) School Uniform Policy applies equally to all pupils, irrespective of their sex, gender reassignment, race, disability, sexual orientation, pregnancy and maternity, or religion or belief or special educational needs, subject to considerations of safety and welfare.
- The King's (The Cathedral) School will consider reasonable requests to alter the uniform, for example, for genuine religious requirements and reasonable adjustments for disabled pupils.

9.8 Symbols of Faith

- Certain items of jewellery, such as the Kara bangle worn by Sikhs, and certain items of headwear, such as the turban and headscarves, may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the School's Uniform Policy (in regard to, for example, the school's colours).
- Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or parents to the Headteacher, whose decision will be final.

9.9 Disabled Pupils

- Reasonable adjustments may be required to the school uniform for disabled pupils who require them. The pupil or parents should refer the matter to the Headteacher to ensure all reasonable adjustments are made to accommodate the pupil.

9.10 Religious Belief

- The King's (The Cathedral) School religious ethos, services, and school timetable are set in accordance with the School's Christian tradition, but the School respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of The King's (The Cathedral) School community as a whole and considerations of safety and welfare.

10. Disability and Special Educational Needs

- We are an inclusive School and welcome members of The King's (The Cathedral) School community with disabilities and special educational needs.
- We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of our School and we will not treat a member of the School community less favourably on these grounds without justification.

- Our facilities, physical and otherwise, for the disabled and those with special educational needs are limited. However, we will do all that is reasonable to ensure that each School's curriculum, ethos, culture, policies, procedures, and premises are made accessible to everyone.
- Reasonable adjustments may typically include:
 - Making arrangements for a pupil in a wheelchair to attend an interview in an accessible ground floor room
 - Allowing extra time for a dyslexic child to complete an exam
 - Providing examination papers in larger print for a pupil with a visual impairment. Rearranging the timetable to allow a pupil to attend a class
 - Arranging a variety of accessible sports activities
 - Providing a pupil with a behavioural disability with a time-out card, access to a time-out room or agreeing that they sit in a particular place
 - Rest Breaks: Scheduled breaks during examinations to accommodate candidates with medical conditions or disabilities that necessitate such breaks.
 - Separate Room: Provision of a separate room for candidates who require a quieter environment or need to avoid distractions due to specific needs.
 - Use of a Reader: A reader may be provided for candidates who have difficulties with reading due to visual impairments or other disabilities.
 - Use of a Scribe: A scribe may be provided for candidates who have difficulties with writing due to physical disabilities or other conditions.
 - Word Processor: Use of a word processor for candidates who have difficulties with handwriting or require assistive technology.
 - Braille Papers: Provision of examination papers in Braille for candidates with visual impairments.
 - Sign Language Interpreter: Provision of a sign language interpreter for candidates who are deaf or have hearing impairments.
 - Prompter: A prompter may be provided for candidates who have difficulties with concentration or require assistance to stay on task.
 - Assistive Technology: Use of assistive technology, such as screen readers or speech-to-text software, to support candidates with specific needs.
 - Transcription: Transcription of dictated answers for candidates who have difficulties with writing.
 - Medical Support: Availability of medical support during examinations for candidates with medical conditions that require such assistance.
 - Other Reasonable Adjustments: Any other reasonable adjustments that may be necessary to ensure that candidates are not disadvantaged due to their specific needs.

10.1 Pupils with Education, Health and Care (EHC) Plans

The King's (The Cathedral) School Special Educational Needs and Disability (SEND) Policy includes details about the welfare and educational provision for pupils with EHC Plans.

10.2 Pupils with English as an additional language

- Pupils with English as an additional language will receive additional learning support if necessary. The school will consult with the pupil and the parents as appropriate.
- The school has appropriate welfare support for all such pupils.
- The King's (The Cathedral) School will ensure that:
 - Home-school links are made to involve Parents directly in the work of The King's (The Cathedral); and translation services are made available as quickly as possible.
 - Links are established within the local community.
 - Staff work effectively with other local services.
 - Learning support for ethnic minority pupils is efficient and effective.

- Provision is made for spiritual, moral, social and cultural education, supported by appropriate resources and information.
- Pupils' names are accurately recorded and correctly pronounced.
- Pupils should be encouraged to accept and respect names from cultures other than their own.

11. Provision for pupils with particular religious, dietary, language or cultural needs

11.1 Special Diets

Special diets are an important part of the catering provision we offer within the school. The kitchen teams and contractors will deliver food that will cater for alternative diets for children with intolerance to specific foods and to those who require an alternative due to religious beliefs. The school will ensure it caters safely for:

- Ethnic minority groups
- Vegetarians
- Food intolerance
- Vegans
- Food allergy
- Food aversion
- Medical conditions

The school requires the catering teams to ensure menus always include a meat and a vegetarian option at every service and to ensure that specific dietary requirements, for example vegan, Halal, Kosher, or allergy requirements are fully accommodated. Where necessary, staff may provide advice, training and guidance to parents and school teams on all aspects of the provision of meals. Catering teams will ask the parents of children with special dietary requirements to complete a form detailing their needs.

11.2 Academies

Academies use the opportunity of assembly time and the curriculum to reflect the philosophy of inclusion and understanding of different cultures.

12. Equality, Diversity, and Inclusion in Employment

Recruitment

- All job descriptions and advertisements will be written to ensure that they do not discriminate or exclude any potential candidates due to any protected characteristics and that the vacancy is open to all suitable candidates that meet the criteria for the role.
- A decision to recruit will be based solely on the merits of the individual and how they performed during the selection process.
- Reasonable adjustments during the recruitment process that have been requested by candidates who have declared that they have a disability will be considered. This is to ensure that no candidate suffers any disadvantages during the selection process.

Employee Development:

- All staff will receive training to equip them with an understanding of equalities, diversity and inclusion.
- All staff will receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Reasonable Adjustments

- Where a member of staff has declared a disability, reasonable adjustments will be considered, following advice from a medical professional and/or Occupational Health.

Further details can be found in the Absence Management Policy.

Positive Action

- Underrepresented groups may be encouraged to apply for training and employment opportunities within the school. Recruitment to all jobs will be strictly on merit.

Managing Complaints of Discrimination

- The School takes any complaint of discrimination extremely seriously. Where an employee considers that they have been unlawfully discriminated against they may use the Grievance Policy to make a complaint, or if the complaint involves alleged bullying or harassment they should use the Harassment and Bullying Policy.
- Where employees commit an act of unjustified or unlawful discrimination, or allow discrimination to occur without taking appropriate action, then action under the terms of the Disciplinary Policy will be considered.

13. Equality Information

As part of schools' obligations under the Equality Act 2010, each school will publish information to demonstrate its compliance with the general equality duty. This information must include, in particular, information relating to people who share a protected characteristic who are:

- Its employees
- People affected by its policies and practices

For further information see the relevant school PSED Statement.

Training

- The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- The level and frequency of training depends on the role of the individual member of staff.
- The School maintains written records of all staff training.

Record Keeping

- All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.
- All reported breaches of this policy will be recorded, and this record will be reviewed annually by the Headteacher for breaches related to pupils and staff.
- The information created in connection with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law. The school has published privacy notices on its website which explain how the School will use personal data.