

Diversity and Inclusivity Policy

Reviewed: December 2025

Next review: December 2026

1. Purpose and Aims

ESBM is committed to fostering a positive and diverse community where all students, staff, and visitors feel valued, respected, and able to achieve their full potential. This policy aims to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Tackle abusive behaviour by staff or students including verbal abuse, harassment, bullying, actual or threatened violence, damage to personal property, or behaviour that may lead to extremist radicalisation.
- Advance equality of opportunity between people from different groups.
- Foster good relations between people who share a protected characteristic and those who do not.
- This policy is supported by several other policies including Equality, Safeguarding (and Prevent), Staff Code of Conduct, Disability and Anti-bullying.

2. Scope and Protected Characteristics

This policy applies to all aspects of school life, including admissions, recruitment, curriculum delivery, and all facilities/services. The school will not discriminate against any individual based on the following protected characteristics, as defined by the Equality Act 2010 (UK law):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (staff only)
- Pregnancy and maternity
- Race (including colour, nationality, and ethnic or national origin)
- Religion or belief (or lack thereof)
- Sex (gender)
- Sexual orientation

3. Core Principles and Commitments

- **Equal Value:** All members of the school community are of equal value and will be treated with equal respect.

- **Recognising Diversity:** The school recognises and values differences, understanding that diversity is a strength.
- **Inclusive Environment:** The school will provide a welcoming, safe, and barrier-free environment wherever reasonably possible.
- **Challenging Prejudice:** All forms of prejudice, discrimination, and prejudice-based bullying (e.g., related to race, gender, or sexual orientation) will be challenged immediately and seriously.
- **Inclusive Language:** All staff are expected to model inclusive language and actively avoid assumptions or stereotypes that could exclude people.
- **Challenging abusive behaviour:** including verbal abuse, harassment, bullying, actual or threatened violence, damage to personal property), or behaviour that may lead to extremist radicalisation.

4. Teaching, Learning, and the Curriculum

The school will ensure that:

- The curriculum and learning materials reflect the diversity of the school community and wider society, avoiding stereotypes.
- A range of teaching strategies are used to meet the diverse learning needs of all students.
- Issues of equality, diversity, discrimination, and social justice are explored sensitively as part of the promotion of British Values within relevant lessons

5. Roles and Responsibilities

- **MD:** Has overall responsibility for ensuring the school complies with legal requirements and for promoting the policy's aims.
- **Principal:** Has day-to-day responsibility for co-ordinating the policy's implementation, monitoring incidents, and ensuring staff receive training.
- **All Staff:** Must uphold the policy, challenge inappropriate behaviour, deal with incidents professionally, and act as positive role models.
- **Students/Parents/Visitors:** Are expected to behave in a way that aligns with the school's ethos of respect and inclusion.

6. Reporting and Monitoring

Incidents of discrimination, harassment, bullying or abusive behaviour should be reported to the Principal as soon as possible. The school will:

- Respond promptly and investigate appropriately.
- Maintain a record of all prejudice-related incidents and their outcomes.

7. Procedures for dealing with inappropriate behaviour

1. Issue of concern to be reported to a member of staff
2. Member of staff to listen with interest but not to promise confidentiality
3. Member of staff to take appropriate action;
 - Report to Principal (or MD if the issue concerns the Principal)
 - Principal to investigate
 - Principal to take appropriate action e.g. verbal or written warning. He/she may use the instruments available via Student Handbook or Employee's Handbook as when necessary.

7. Review

This policy will be reviewed annually (or as new developments arise) to ensure its effectiveness and compliance with current legislation.