



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

**BASKERVILLE SCHOOL**

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# **EQUALITY, DIVERSITY, INCLUSION AND DIGNITY AT WORK POLICY**

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**Date reviewed:** August 2025

**Next Review:** August 2026

**BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17  
9TS**

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## 1. PURPOSE OF THE DOCUMENT

The overall objective of Baskerville School's Equality, Diversity, Inclusion and Dignity at Work Policy is to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity for all
- Foster good relations between different groups
- Create an inclusive environment where everyone can thrive
- Promote dignity and respect in all interactions

This policy applies to all members of our school community including students, staff, governors, parents, carers, visitors, volunteers and contractors.

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## 2. EQUALITY, DIVERSITY AND INCLUSION STATEMENT

We are committed to creating an inclusive school community where:

- **Every individual is valued** regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation
- **Diversity is celebrated** as a strength that enriches our community
- **Inclusion is embedded** in everything we do
- **Everyone has equal opportunities** to participate, contribute and achieve their potential

We will not tolerate discrimination, harassment, victimisation or any form of prejudice-related behaviour. Through our ethos, curriculum and community engagement, we work towards:

- A shared vision of equality and inclusion
  - A genuine sense of belonging for all
  - Equal life opportunities and outcomes
  - Strong, positive relationships across all communities
  - An environment free from bias and prejudice
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## 3. LEGAL FRAMEWORK

Our commitment is underpinned by:

### Primary Legislation

- **Equality Act 2010** - prohibiting discrimination and requiring public sector equality duty
- **Human Rights Act 1998** - protecting fundamental rights and freedoms
- **Children Act 1989 & 2004** - promoting child welfare and safeguarding
- **Education Act 2011** - duties regarding educational provision

### Protected Characteristics (Equality Act 2010)

We are committed to eliminating discrimination related to:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including colour, nationality, ethnic or national origins)
- Religion or belief (including lack of belief)
- Sex
- Sexual orientation

## **Additional Considerations**

We also consider discrimination based on:

- Socio-economic background
- Trade union membership
- Care experience (looked after children)
- Military families
- Neurodiversity
- Mental health conditions

## **Public Sector Equality Duty**

As a public body, we must:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations between different groups

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## **4. GUIDING PRINCIPLES**

**Principle 1: Equal Value and Dignity** Every person is treated with equal dignity and respect, regardless of background or characteristics.

### **Principle 2: Inclusive Excellence**

We pursue excellence through inclusion, recognising that diversity strengthens our community and enhances outcomes.

**Principle 3: Responsive Differentiation** We understand that treating people equally may require different approaches to meet diverse needs and remove barriers.

**Principle 4: Proactive Culture Change** We actively challenge prejudice, address inequalities and work to create systemic change.

**Principle 5: Participation and Voice** Everyone has opportunities to participate fully in school life and their voices are heard and valued.

**Principle 6: Continuous Improvement** We regularly review our practices, learn from feedback and commit to ongoing development.

**Principle 7: Community Benefit** Our commitment to equality benefits not just our school but contributes to wider social cohesion and justice.

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## **5. IMPLEMENTATION**

### **5.1 Leadership and Culture**

- Senior leadership demonstrates visible commitment to equality and inclusion
- Regular training for all staff on equality, diversity and unconscious bias
- Clear expectations for behaviour and conduct
- Celebration of diversity through displays, assemblies and curriculum

### **5.2 Teaching, Learning and Curriculum**

- Inclusive curriculum reflecting diverse perspectives and experiences
- Teaching approaches that meet diverse learning needs
- Critical examination of bias in resources and materials
- Development of students' understanding of equality and human rights
- Preparation for life in modern, diverse Britain

### **5.3 Student Experience and Outcomes**

- Analysis of achievement data by protected characteristics
- Targeted interventions to address any gaps or barriers
- Inclusive extracurricular activities and opportunities
- Student voice mechanisms that reach all groups
- Anti-bullying approaches that address prejudice-related incidents

## **5.4 Staff Employment and Development**

- Fair and inclusive recruitment and selection processes
- Equitable access to professional development opportunities
- Flexible working arrangements where possible
- Support for staff wellbeing and work-life balance
- Clear progression pathways for all staff

## **5.5 Community Engagement**

- Inclusive communication in accessible formats and languages
- Engagement strategies that reach all parent/carers groups
- Community events that celebrate diversity
- Partnerships with local equality and community organisations

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## **6. DIGNITY AT WORK**

### **6.1 Our Commitment**

We are committed to providing a work environment where:

- Everyone is treated with dignity and respect
- Bullying and harassment in any form are not tolerated
- Staff feel safe to raise concerns
- Swift action is taken to address inappropriate behaviour

### **6.2 What Constitutes Bullying and Harassment**

**Harassment** is unwanted conduct related to a protected characteristic that:

- Violates someone's dignity, or
- Creates an intimidating, hostile, degrading, humiliating or offensive environment

**Bullying** is offensive, intimidating, malicious or insulting behaviour involving abuse or misuse of power that undermines, humiliates or injures someone.

### **6.3 Examples of Unacceptable Behaviour**

- Physical violence, threats or intimidation
- Unwanted physical contact or sexual advances
- Derogatory comments, jokes or language
- Exclusion or isolation
- Spreading malicious rumours
- Persistent criticism or impossible demands
- Misuse of power or position
- Cyberbullying or online harassment
- Discrimination based on protected characteristics

### **6.4 Fair Management vs Harassment**

Legitimate management actions include:

- Setting work standards and deadlines
- Providing constructive feedback on performance
- Implementing disciplinary procedures fairly
- Making reasonable management decisions
- Addressing poor performance or conduct

These become unacceptable when carried out in a humiliating, discriminatory or intimidating manner.

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## **7. REPORTING AND RESOLUTION PROCEDURES**

### **7.1 Informal Resolution**

Staff experiencing bullying or harassment are encouraged to:

- Address the matter directly with the individual if comfortable doing so

- Seek support from a line manager, colleague or trade union representative
- Request mediation through appropriate channels
- Access counselling support

## **7.2 Formal Complaints Process**

### **Step 1: Written Complaint**

- Submit detailed written complaint within 20 working days
- Include specific examples, dates, witnesses and impact
- Send to headteacher (or Chair of Governors if complaint involves headteacher)

### **Step 2: Investigation**

- Acknowledgment within 5 working days
- Independent investigator appointed
- All parties have right to representation
- Investigation completed within reasonable timeframe

### **Step 3: Outcome and Follow-up**

- Written outcome provided to all parties
- Appropriate action taken if complaint upheld
- Support provided to all involved
- Monitoring to prevent reoccurrence

### **Step 4: Appeals**

- Right of appeal within 10 working days
- Independent panel of governors
- Final internal appeal stage

## **7.3 Support Available**

- Employee Assistance Programme
- Trade union representation
- Workplace counselling
- Reasonable adjustments during process
- Protection from victimisation

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## **8. MONITORING AND REVIEW**

### **8.1 Data Collection and Analysis**

We monitor:

- Student achievement and progress by protected characteristics
- Exclusion rates and patterns
- Staff recruitment, retention and progression
- Complaints and incidents
- Stakeholder feedback and satisfaction

### **8.2 Regular Review**

- Annual review of policy effectiveness
- Impact assessments for new policies and decisions
- Regular equality reports to governing body
- Student and staff surveys
- External review and challenge

### **8.3 Equality Objectives**

We publish specific, measurable equality objectives updated every four years, with annual progress reviews.

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## 9. ROLES AND RESPONSIBILITIES

### 9.1 Governing Body

- Ensure legal compliance and policy implementation
- Monitor effectiveness through regular reports
- Champion equality and inclusion
- Address complaints involving senior leadership

### 9.2 Headteacher

- Provide visible leadership on equality and inclusion
- Ensure policy awareness and training
- Take swift action on discrimination or harassment
- Report regularly to governing body

### 9.3 All Staff

- Treat all individuals with dignity and respect
- Challenge discriminatory language or behaviour
- Support inclusive practices in their work
- Report concerns appropriately
- Engage with equality training and development

### 9.4 Students

- Treat others with kindness and respect
- Challenge prejudice and discrimination
- Celebrate diversity
- Report incidents to staff
- Contribute to an inclusive school culture

### 9.5 Parents and Carers

- Support school equality policies
- Model inclusive behaviour
- Report concerns to school
- Engage positively with school community

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## 10. COMPLAINTS AND CONCERNS

Anyone who believes they have experienced discrimination, harassment or bullying should:

1. **Speak to someone:** A trusted member of staff, union representative, or friend
2. **Report it:** Through informal or formal channels as appropriate
3. **Get support:** Access available support services
4. **Know your rights:** Understand the process and your protections

**Emergency situations:** If anyone is in immediate danger, contact emergency services on 999.

### External support:

- ACAS (Advisory, Conciliation and Arbitration Service): 0300 123 1100
- Equality and Human Rights Commission: [www.equalityhumanrights.com](http://www.equalityhumanrights.com)
- Local Authority Equality Team
- Trade Unions

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## 11. RELATED POLICIES

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Staff Code of Conduct

- Recruitment and Selection Policy
  - Disciplinary and Grievance Procedures
  - Special Educational Needs and Disability Policy
  - Mental Health and Wellbeing Policy
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## **12. POLICY REVIEW**

This policy will be reviewed annually and updated as needed to reflect:

- Changes in legislation
- Best practice developments
- Stakeholder feedback
- Effectiveness monitoring

**Contact:** For questions about this policy, contact the Headteacher or designated Equality Lead.

**Date of next review:** August 2026

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*This policy demonstrates our commitment to creating an inclusive school community where everyone can thrive, achieve and belong.*