The Appleton School

Equality, Diversity & Inclusion Policy

Adopted by the Governing Body on	
Signature Chair of Governors	
Next Review Date	January 2025

January 2024

Equality, Diversity and Inclusion Policy

Introduction

The Appleton School works with children and families as part of its activities. These include the overall academic education of our pupils, student well-being and safeguarding. At The Appleton School all pupils are valued equally and efforts are made to ensure any prejudice or discrimination is not tolerated.

We recognise that the needs of individuals and groups of pupils are many and varied, and that educational inclusion is about equal opportunities for all, whatever their race, gender, disability, sexuality, age, religion, colour, ethnic origin or nationality, as well as those with special educational needs or those who may need support to learn English as an additional language.

Equality underpins the value system of The Appleton School. The ethos of the school is one of tolerance, respect, understanding and striving for excellence. All members of the Appleton community are encouraged to understand, appreciate and value the differences between us and to challenge negative labels and attitudes.

By celebrating diversity and actively promoting equality, we want pupils and staff to feel valued, know that they are valued and respect others within a culturally inclusive environment. 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 the School's ethos.

We aim to promote inclusion, actively tackle any form of discrimination and actively foster social cohesion in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards creating a cohesive community.

It is acknowledged that discrimination may be direct or indirect and includes victimisation and harassment. Promotion of equality, celebration of diversity and inclusion must exist in our employment procedures and in our dealings with pupils, parents and other members of the community. As such it should be noted that all references to parents and carers throughout all our policies are intended to be entirely gender neutral.

Whilst the ethnic backgrounds of our pupils and teaching staff are predominantly white; we recognise a particular responsibility to promote an understanding of and respect for the diverse and multi-ethnic wider society as a whole and to increase admissions from under-represented minority groups.

This policy works in conjunction with a range of internal school policies and procedures, including:

- Safeguarding Policy
- Code of Conduct (Staff Behaviour Policy)
- Behaviour Policy
- Anti-Bullying Policy
- Cyberbullying Policy
- Online Safety Policy
- Staff Recruitment Procedures
- Recruitment, Selection and Disclosure Policy and Procedure
- Whistleblowing Policy

This policy is available on the School website and can be made available on request. All school policies can be made available in large print or other accessible formats if required.

Scope

This policy applies equally to current and prospective members of the School community, including parents and visitors.

The School is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under *The Equality Act 2010.*

The protected characteristics are defined as:

- Age
- Gender
- Disability
- Gender identity or reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race and ethnic origin, including colour
- Religion or belief
- Sexual orientation

Any behaviour, comments or attitudes (including '**banter**') that undermine or threaten an individual's self-esteem on these grounds **will not be tolerated**.

Policy Aims

The aims of this policy and the School's ethos as a whole are to:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics
- 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
- Promote equality of opportunity for all members of the School community
- Comply with the School's equality obligations contained in *The Equality Act 2010*
- Provide a secure environment in which all our children can thrive and achieve all of the outcomes of *Keeping Children Safe in Education 2022*
- Provide a learning environment and curriculum where all individuals feel valued and feel they have a sense of belonging
- Celebrate and value diversity at school and in society as a whole
- Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and global community
- Include and value the contribution of all families and our wider community to our understanding of equality and diversity
- Provide and promote positive information about the diversity of UK society
- Actively challenge discrimination and ensure that all members of the School community learn from these experiences
- Embed equality and inclusion throughout staff development, our curriculum and co- curricular provision

To achieve our aims we will:

- 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
- Publish and share school policies to the whole School community
- Collect and analyse data (such as admissions and recruitment data, examination results, engagement in school and community initiatives, pastoral records) to monitor any potential disadvantage amongst the pupil or staff body and to ensure processes are bias-free
- Promote openness at all stages of engagement of the admissions and recruitment processes, recognising that early awareness of need leads to better provision and arrangements
- Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning or pastoral support needs and/or disabilities a pupil may have

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- Offer a broad, balanced and appropriate curriculum that provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive.
- Ensure the wider school curriculum promotes and celebrates equality and diversity, remaining aware of a hidden curriculum and agenda and subjects that may suggest unconscious bias
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
- Become an equality champion and community leader in promoting equality and cohesion, challenging discrimination and celebrating diversity
- Actively challenge stereotyping, bias and discrimination within all aspects of school life and literature, ensuring we learn from these experiences
- Work in partnership with staff, families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination, recognising that inclusion cannot be realised without the involvement and commitment of all members of the school community

The Legal Framework

Discrimination can take the following forms, including:

- 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.
- 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.
- 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.
- 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.
- 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.
- Discrimination by association – This includes treating a person less favourably because they are linked or associated with a protected characteristic.

Responsibilities

The **Governors** are responsible for:

- Ensuring that the School complies with its equality obligations
- Ensuring that the School's policies and procedures are monitored in light of this policy and the School's wider equality obligations
- From time to time be involved alongside the Head in dealing with serious breaches of this policy.

The **Headteacher** is responsible for:

- ensuring that the policy is available and that staff, pupils and parents know about it
- ensuring that the policy and procedures are followed
- providing training for staff on equal opportunities, diversity and inclusion
- providing training and support for staff in carrying out their responsibilities
- taking appropriate action in cases of harassment or discrimination for any reason
- working with parents and the wider community to tackle prejudice against any of the protected characteristics
- ensuring that staff recruitment procedures follow good equal opportunities practice
- ensuring that all members of the school community are treated fairly, equally and with respect
- acknowledging individuals' rights and roles in the world of work and the work environment.

The **Equality, Diversity and Inclusion Lead** is responsible for:

- ensuring that policies, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan and do not undermine the fundamental British values and protected characteristics
- promoting equal opportunities for all pupils, parents and staff
- co-ordinating work in the school and ensuring an environment in which all pupils feel valued
- providing training for staff on equal opportunities, diversity and inclusion
- providing training and support for staff in carrying out their responsibilities
- taking appropriate action in cases of harassment or discrimination for any reason
- working with parents and the wider community to tackle prejudice against any of the protected characteristics
- ensuring equality and diversity is considered and applied in other relevant school policies
- auditing and advising on appropriate resources
- organising and advising on events to celebrate diversity e.g. Black History Month
- cross-referencing curriculum links to opportunities to incorporate a range of ethnic, cultural and religious factors
- developing partnerships with parents and community groups
- Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors
- Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment

All staff are responsible for:

- Positively role model inclusive and anti-discriminatory behaviour, including a spirit of reflection and willingness to be open to challenge.
- Support and participate in any measures introduced to promote equality, diversity and inclusion and report any issues associated with equality and diversity in accordance with this policy
- Be alert to and actively challenge any forms of discrimination, victimization, harassment or bullying, including banter
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture, taking all reasonable steps to prevent discrimination, harassment and victimisation from taking place
- Make effective and reasonable adjustments where appropriate to meet the individual needs of staff, pupils and visitors
- The school expects staff to commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.
- It is important to appreciate that an employee is *personally responsible* for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

The **Pupils** are responsible for**:**

- Positively promote inclusive and anti-discriminatory behaviour, including a willingness to reflect on attitudes and/or behaviours and be open to challenge.
- Support any measures introduced by the school to promote equality, diversity and inclusion and report any issues associated with equality and diversity to their form tutor, Head of Year or the Equality, Diversity and Inclusion Lead.
- Be alert to and actively challenge any forms of discrimination, victimization, harassment or bullying, including banter. This includes identifying and using the school's reporting systems to challenge bias and stereotype within the curriculum and in the School's culture, taking all reasonable steps to prevent discrimination, harassment and victimisation from taking place.

These responsibilities run alongside the School's behaviour expectations. The school places a high premium on:

- Respect for Self
- Respect for Others
- Respect for our Environment and our Community

This is fundamental to all that goes on at The Appleton School. Any actions, words or attitudes which show a lack of respect for others will be taken very seriously. Instances of discrimination and bullying will be dealt with firmly and

sensitively. We require pupils to avoid any form of unfair bias, discrimination and unkindness to another member of the community. We also require anyone made aware of any such behaviour to report it. Incidents are recorded on our Anti-bullyingLog and/Discrimination Log.

The School's approach to wellbeing means we aim to educate, help and support pupils to understand their responsibility towards others, feel heard and valued and learn from their experiences. Bullying and discrimination will not be tolerated. Anyone who continues to bully or discriminate against others will have sanctions within school put in place, meetings with outside organisations - like the Police – and, in severe cases, exclusion.

Inclusion within the life of the School

No pupil or staff member should be made to feel uncomfortable because they differ from the majority, e.g. in ethnic or social background, in terms of academic ability, neurodiversity, being from financial disadvantage, having English as an additional language or a special educational need and/or disability, sexual orientation, gender, belief and culture, etc.

Pupils with particular areas of disadvantage, Special Educational Needs and Disabilities will be given assistance to achieve their potential by differentiation of tasks, positioning in the classroom, equipment that supports academic progress and additional support where appropriate.

Curriculum

The curriculum is crucial to tackling inequalities for pupils, including gender stereotyping, preventing bullying and raising attainment for traditionally and newly disadvantaged groups. The principles of equality and diversity are embedded in our academic and wider curriculum.

The curriculum will aim to:

- Normalise diversity in the content and examples utilised
- Stress the contribution and achievements of all kinds of individuals and cultures, actively challenging bias and stereotyping
- Reinforce the importance of embracing difference and of equality of opportunity as a desirable aim
- Provide inclusive and accessible activities, including educational trips and co-curricular provision.
- Resources and activities should be monitored for possible bias, reinforcing stereotypes and ethnocentric elements.

Pastoral Care

The school's pastoral care system promotes respect and understanding of ourselves and others, acknowledging that our community is strengthened by diversity. Wellbeing, social cohesion and academic resilience underpin the sense of belonging and acceptance our pupils need to overcome challenges effectively and develop a strong sense of self.

Whilst all staff are responsible for the pastoral care of our pupils, Pastoral leaders and Form Tutors have a duty to ensure equality, diversity and inclusive practice are upheld.

Pastoral Leaders and **Form Tutors** should aim to:

- Acknowledge and celebrate the positive impact of diversity within year groups, tutor groups and Houses.
- Deliver dedicated assemblies and tutor time activities stressing the school's shared values of inclusion, tolerance, kindness, care and unconditional respect for members of the school and wider community.
- Actively challenge and report bias and stereotyping during tutor time and pupil interaction outside the classroom.

- Encourage pupils to celebrate their unique contribution to the school through pupil voice, leadership roles and participation in initiatives that shape the future of the school, such as School Council and Culture Council.
- Understand the impact of discrimination on pupil wellbeing and mental health, remaining alert to our own bias and the impact of power dynamics between dominant and minority groups.
- Use data from attendance records, reporting, rewards and sanctions and pastoral systems to ensure that pupils are not disadvantaged or discriminated against on the grounds of protected characteristics.
- Provide inclusive and accessible support systems, ensuring that access to counselling, mentoring and external agencies reflect the diversity within our community.
- Work with parents regarding factors such as caring responsibilities, disability, gender reassignment and family relationships to reduce barriers to learning and support equality of opportunity.

Training and Development

The success of the Equal Opportunities Policy is closely linked to the provision of relevant training. Professional development involves a continuous process of learning involving self-development, encouragement and motivation.

The school will endeavour to:

- enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status
- promote greater awareness of equal opportunities and the contribution made by our staff, governors, parents, pupils and wider community
- Equip employees with the skills to provide personal and organisational solutions to discriminatory practices and behaviour and to promote inclusive behaviour generally.
- Ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of our Equality, Diversity and Inclusion strategy.
- Respond to changing and emerging training needs, providing opportunities for reflection, feedback and shared learning.

The Look and Feel of the School

- Ensure that the everyday look and feel of the school reflects our diverse pupil body.
- Ensure that our behaviour code, staff dress code and uniform code takes into account issues of diversity and inclusion.
- Ensure that school events, visiting speakers and whole school initiatives reflect our diverse pupil body

Links with the wider community

Community links are at the heart of what makes this a strong and safe environment.

- All visitors to the school whether in a teaching role or as visitors, contractors or casual users of school premises will be expected to act in accordance with the principles of the Equality, Diversity and Inclusion Policy. All members of the school community will be expected to act in accordance with the principles of this policy when in contact with others, outside the school.
- Staff supervising visitors or on educational visits may need to support pupils with bias encountered in the wider society, reporting this through our pastoral system and EDI log.

Admissions

- 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.
- 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.

Religious Beliefs

The Appleton School welcomes and respects the rights and freedoms of individuals from all religions and faiths (or no religion or faith).

- Absence from school for religious observance is allowed and should be marked as authorised where the School is satisfied that the day has been set aside by the religious body and the parents of the child are members of that religious community.
- Adaptations will be made to the school's uniform code for religious observance.
- Where possible religious observance will be facilitated, perhaps through allocation of prayer space or provision for resting whilst fasting.

Reasonable Adjustments

- The School will inform and consult with pupils and parents about what reasonable adjustments, if any, the School are able to make for their child. The School will carefully consider any proposals for additional resources or changes to provision that support full access to school life.
- The school acknowledges its responsibility to make reasonable adjustments to alleviate disadvantage, for example by taking positive action to deal with particular disadvantages affecting a group because of a protected characteristic. For example, taking positive action to support pupils if there is evidence that they are being disproportionately subjected to sexual harassment or stricter behaviour or effort expectations for a particular gender.
- 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.
- 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 pupils or staff with disabilities and neurodiverse pupils or staff.

Raising Concerns

- The School will seek to provide a supportive environment for those who believe they have been subjected to discrimination and/or harassment. Pupils should report discrimination through the pastoral system or directly to the Diversity and Inclusion Lead. Staff should report discrimination to the EDI Lead, HR Department and/or Head Teacher
- Any member of the school community who harasses another 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 Staff Code of Conduct.
- If parents or visitors feel this policy has been breached they should raise their concern with the Headteacher
- All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the EDI Lead and School's Senior Management Team. We recognise that pupils need to learn from mistakes to develop a strong sense of self and an awareness of how their behaviour impacts others. Ill-considered, rather than deliberate, incidents should therefore be dealt with immediately and informally, where possible taking the opportunity for a teaching or tutor discussion. These should all be reported through CPOMS, The EDI Lead and the pastoral systems.
- Intentional and/or sustained incidents should be reported directly to the Head of Year and Diversity and Inclusion Lead within 24 hours of the incident. All incidents also must be reported on CPOMS.
- Pupil infringements of this policy will be recorded on the school's Anti-bullying/ Discrimination Log. Staff and visitor infringements of this policy will be reported to HR.

Having Difficult Conversations- Be an Appleton Diversity ALLY

As staff at the Appleton School, we should do our utmost to make our classrooms a safe space where we celebrate diversity, equality and inclusion. Uncomfortable discussions are often valuable learning opportunities that every pupil can benefit from. For example, in CAPE or History. Understandably, it is difficult to teach why certain words are unacceptable unless pupils know which words are being referred to. If a teacher verbalises this vocabulary in a classroom for example,

although this may have been said with the best of intentions, you need to also consider the impact of that decision on the classroom. For this reason, we must set up rules and parameters for having these types of discussion in a classroom in a safe way for staff and students.

Sometimes it will be necessary to use resources with challenging or outdated words and terminology in- this is unavoidable in many subjects, such as English or History. When these words arise, we should avoid saying any slurs out loud or recreating them in our work (e.g. in exercise books). Staff and students are encouraged to discuss the context, etymology or use of a word and educate them on why they are being used.

As a rule of thumb, if a person from a marginalised group tells you that is not OK to say a certain word, even in educational contexts, then don't use it. Even if the majority (or most vocal) of marginalised group say it's OK and a minority find it harmful, then we should stop verbalising the word as part of our quest to minimise harm. Some may say that we spend too much time sanitising language, we are not preparing pupils to face the harsh realities of the world and we are reducing resilience. There may be complaints about 'PC-gone-too-far' and 'cancel culture.' These comments often come from a place of privilege. We may not experience racism, homophobia, transphobia, sexism etc. ourselves but we must acknowledge our privileges and experiences of others. When possible, we should yield the floor to members of marginalised groups and acknowledge and learn from their experiences. Simply having the role of a teacher, which is a traditional figure of authority, creates an imbalance of power. Teachers (especially a white teacher) may not appear as approachable for a young person of colour who is struggling to voice their discomfort around the use of racial slurs, especially in front of a classroom full of peers. This is why it is so important that we reframe from using these words and make sure all members of staff are diversity allies and feel comfortable having these conversations.

We must use our trauma perceptive practice to consider racial trauma. What teachers need to consider is the racial trauma that can occur in their classrooms, despite their best efforts at creating a 'safe' space in a contextualised, educational environment. Racial trauma refers to the impact that racism has on a person's health and wellbeing. What makes racial trauma so distinctive is that it is:

· Ongoing and cumulative (experiences of racism can occur over and over again, happening across one's life for many people),

· Subjective (not everyone will react or feel the same way about racially-violent content)

· Collective (an incident of racial violence in one location can have repercussions on the mental health of people across the globe, such as the murder of George Floyd affecting the mental health Black people around the world)

· Historical (racial violence from the past is still emotionally distressing for the descendants of colonised and racialised people today)

With racial trauma in mind, every teacher should consider how the content of their lessons could be harming the health and wellbeing of the pupils they teach. Consider the use of trigger warnings before exposing pupils to racially-violent content. As much as possible, have conversations with pupils (collectively and individually) about what would make them feel more comfortable when learning about racially-sensitive topics. Even if there are no visible ethnic minorities present, teachers should be modelling behaviour which safeguards the mental health of those who experience racism on a regular basis.

When having these conversations, we should at all times (both staff and students) be an Appleton School Diversity ALLY. This acronym (much like our ARC acronym) will give staff (as well as students) a framework to have difficult conversations about diversity. The acronym is as follows:

- Acknowledge and respect others experiences. Just because we have not experienced certain types of discrimination does not mean they do not exist.

- Learn about the experiences of others. Encourage students to have these conversations in a sensible way and research topics.

- Lead others to change. When we hear language that is discriminatory, we should challenge and report it. This language cannot be dismissed as 'banter' or 'a joke' and should be reported and dealt with.

- Yield the floor to others to help identify and eliminate barriers. Allow members of marginalised groups to share their experiences and thoughts and do not shut them down or dismiss their lived experiences.

When we are challenging these incidents, it is helpful if we depersonalise the behaviour- we can do this by describing the behaviour, rather than the person e.g. "that language is racist/ transphobic/ sexist/ homophobic", rather than the individual. When a person is described in these terms it can often shut down conversations, rather than open them up to a discussion.

Appleton Diversity ALLY posters have been produced and should be displayed prominently in classrooms- alongside other key posters such as the ARC steps. This was there is always guidance for students and staff to have these difficult conversations.

Monitoring and Review

- This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate discrimination.
- This policy document will be reviewed and publicised, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

Contact Details

Nominated Equality, Diversity and Inclusion Lead: Mr G Wood

Area Advisor: Miss C Brown

Review

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on: 19/01/2024

Signed: G. M. D. Wood

Date: 19/01/2024

Appendix:

Terminology

Affinity bias	The tendency to connect with people who look and seem most like ourselves and avoid those who are different.
Ally	Ally is a term used for people who support a social group other than their own, by acknowledging disadvantage and oppression, taking action on the behalf of others.
Allyship	Allyship is using your position of privilege to make a more inclusive culture.
Asian	Refers to a huge group – including Indian, South-East Asian and Chinese
BAME	(Black, Asian & Minority Ethnic) first used in the 1970's during the anti-racist movement/fighting discrimination. Definition includes anyone who isn't white British – including travellers, etc. Useful when making comparisons to the majority group but should not be used to talk about one group.
Black (or Black African & Caribbean)	Used to specifically refer to Black heritage
Black Lives Matter	The International human rights movement - began in 2013 by a Californian woman Alicia Garza who wrote a Facebook post in response to the man who shot dead teenager - Trayvon Martin
Cisgender	Refers to a person whose gender identity is the same as the sex they were assigned at birth. Often used by the allies, who by using this term recognize that trans people exist and matter.
Culture Fit	Individual attitudes, values, behaviours, and beliefs being in line with the core values and culture of an organisation.
Discrimination by association	Direct discrimination against someone because they associate with another person who possesses a protected characteristic.
Direct discrimination	Occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).
Discrimination	Discrimination is the act of making unjustified distinctions between people on the basis of race, gender, age, religion, or sexual orientation, as well as other categories listed as protected characteristics
Discrimination arising from disability	Occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
Diversity	Applies to a range of characteristics such as sexual orientation, ethnicity, gender and gender identity, religious belief, socio-economic background, physical or mental ability and age, and refers to the

	differences that can occur within each characteristic. Recognising the strengths that difference brings to an organisation.
Equality	Treating all people the same, assuming they will all benefit from the same support.
Equity	Treating people differently, in accordance with what support they need to achieve equality of opportunity or address unique barriers.
Gay	Someone who is sexually attracted to people of the same sex.
Gender	Gender is a social and cultural construct of "female" and "male". Although our sense of gender can align with our assigned sex, it goes well beyond chromosomes.
Gender dysphoria	Gender dysphoria often occurs in transgender or genderqueer people. Gender dysphoria is often used to describe when a person feels uncomfortable identifying as the gender they were born with, and feeling distress with their gender identity.
Gender expression	How a person chooses to outwardly express their gender, within the context of societal expectations of gender. A person who does not conform to societal expectations of gender may not, however, identify as trans.
Gender identity	Gender identity is personal: it's how we see and define ourselves.
Genderqueer	Someone who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.
Harassment	Occurs when a person is subject to "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual".
Hate crime	A criminal act directed at an individual because of their real or perceived religion, ethnicity, nationality, gender, sexual orientation or disability. Hate crimes can also be committed against property
Homophobia	A strong dislike or fear of homosexual people
Identity	The qualities of a person or group that make them different from others
Inclusion	Inclusion is the result of welcoming, respecting, supporting, involving, valuing and empowering those around you equally
Intersectionality	The inter-connected nature of social categorisations; recognising that demographic groups (e.g. Black, women, Asian) are not homogenous, and that individuals may identify within many different groups.
Intersex	The term used to describe a person who may have the biological attributes of both sexes or whose biological characteristics do not fit within traditional societal assumptions about what it means to be male or female.
Indirect discrimination	Occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic.

Islamophobia	The fear of Islam - refers to prejudice or discrimination against Muslims and incorporates the perceptions that Islam has no values in common with other cultures, is inferior to western beliefs and is a violent political ideology rather than a religion.
LGBTQ+/LGBTQI	The acronym for lesbian, gay, bi, trans, questioning (or queer), intersex + other gender variants. This is the most inclusive, all-encompassing term for the gay community, including those with non-cis gender identities.
LGBTQIA	LGBTQIA is an acronym and refers to lesbian, gay, bisexual, transgender, queer or questioning, intersex, and asexual or allied.
Mansplain	Mansplain is a combination of two words – "man" and "explain". Mansplaining refers to a man explaining something to someone, typically a woman, in a manner regarded as condescending or patronizing.
Microadvantages	Microadvantages are facial expressions, gestures, tone of voice and choice of words that are even more subtle than micro-affirmations, but equally as important in making a person feel appreciated and valued.
Microaffirmations	Microaffirmations are subtle acknowledgments of a person's importance and accomplishments, which creates a feeling of being valued and a sense of belonging.
Microaggression	Microaggressions are seemingly harmless but impactful everyday slights and exclusions that negatively highlight an individual's Otherness.
Multiracial, mixed heritage, dual heritage, mixed-race, mixed-ethnicity – simply "mixed"	Terms describing a person who has parentage or ancestors from more than one ethnic and/or racial group. Some people can get confused between interracial and biracial. An individual can be described as biracial if their heritage is mixed; interracial, on the other hand, is used to describe relationships or interactions between individuals from different racial groups.
Neurodiverse	Neurodiversity describes a spread of neurological differences (learning and developmental difficulties, ADHD and Autism are examples).
Non-Binary	Refers to a person who doesn't identify as only male or only female, or who identifies as both.
Pan	Refers to a person whose romantic and/or sexual attraction towards others is not limited by sex or gender.
Perception discrimination	Direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
Prejudice	Preconceived opinion that is not based on reason or actual experience
Privilege	Unearned benefits given to people owing to membership of a specific social group relating to aspects of their identity. Those aspects can include race, gender, sexual orientation, ability and religion, as well as privilege related to wealth and class.

Pronoun	Words used to refer to people's gender – for example, 'he' or 'she'. Some people prefer gender-neutral language and use pronouns such as they/their and ze/zir.
Protected characteristic	Grounds upon which discrimination is unlawful. The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
Psychological safety	Psychological safety is a belief that you will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes.
Questioning	Used to describe a person who may be processing or questioning their sexual orientation and/ or gender identity
Racism	Refers to the discrimination including harassment, violence and unequal treatment targeted at an individual or a group on account of their cultural, linguistic or religious identity
Scapegoating	Unfairly blaming an individual or group of people for circumstances that have a variety of causes
Stereotyping	A set idea that people have about what someone or something is like, especially an idea that is wrong
Systemic Racism	Where (intentional or unintentional) prejudice, bias and barriers based on ethnicity are embedded into the thinking, systems and structures of organisations or society. What works for white people is the 'default' in society.
Third-party harassment	Occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of the School and the harassment relates to a protected characteristic.
Tokenism	The practice of doing something only to prevent criticism and give the appearance that people are treated fairly.
Trans or transgender	Refers to a person whose gender is not the same as the sex they were assigned at birth.
Transitioning	The steps a trans person takes to live in the gender with which they identify. For some it could involve medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this.
Transphobia	The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.
Unconscious Bias	Deep-seated assumptions we make about people who are different than us without even realising it – usually called implicit bias or unconscious bias
White privilege	The benefits unconsciously enjoyed and consciously perpetrated from being or being perceived as white.
Xenophobic/xenophobia	dislike of or prejudice against people from other countries