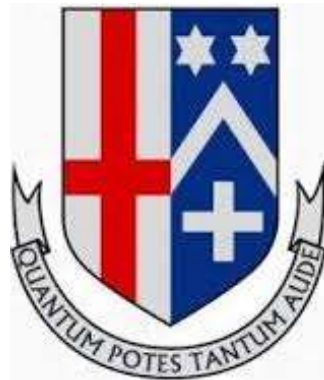


Date: August 2023  
Review date: August 2024  
Responsibility: KB

# Bishop Challoner School



## Equality, Diversity and Inclusion Policy

## **Bishop Challoner School Purpose Statement**

At Bishop Challoner School we are committed to providing an environment in which all pupils are challenged to be the best they can be and one in which pastoral care and well-being underpin academic, co-curricular and sporting excellence. We are a thriving catholic community, which enriches the educational opportunity and experience for all. We believe in providing an education for life for all students and we seek to ensure that the learning experience at our school blends the best of tradition with the exciting opportunities provided by new technology. Learning how to learn is a key facet of the education we offer and is in our view an essential skill for life in the twenty-first century. We believe that a truly excellent school is about more than academic achievement alone: it is also about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence without arrogance and genuine interests that extend beyond the confines of the classroom.

At Bishop Challoner School we focus on developing the whole person, aiming to ensure that each pupil leaves here ready for the challenges of life at university and beyond and understanding their responsibilities towards others. We want our pupils to leave Bishop Challoner School well equipped to engage positively with a rapidly changing world as accomplished problem solvers and innovators, confident in their ability to lead and with a clear appreciation of and respect for the views and potential of others. In so doing we remain true to our founding Catholic principles and values.

### **Introduction**

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.

### **Links**

This policy has been developed in accordance with the principles established by government and other external guidance, including:

- [Keeping Children Safe in Education 2023 \(KCSIE\)](#)
- [Working Together to Safeguard Children 2018 \(updated 21<sup>st</sup> June 2023\)](#)
- [Disqualification under the Childcare Act 2006 \(updated Aug 2018\)](#)
- [Teacher Standards 2011 \(introduction updated December 2021\)](#)
- [Early Years Foundation Stage Statutory Framework](#)
- [Independent School Standards Regulations 2014 \(Updated 2019\)](#)
- [Statutory Framework for EYFS \(updated July 2021\)](#)
- [Data Protection Act 2018 Overview and GDPR \(updated Aug 2020\)](#)
- [Equality Act 2010 \(updated June 15\)](#)
- [Charities Act 2011](#)

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

- Safeguarding Policy
- Staff Code of Conduct (Staff Behaviour Policy)
- Behaviour Policy
- Anti-Bullying Policy
- Cyberbullying Policy
- Online Safety Policy
- IT Acceptable Use 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 from the Deputy Head. 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 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
- 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 gender 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

It is the **Trustees'** responsibility to:

- Ensure that the school complies with its equality obligations
- Ensure 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.

It is the **Senior Leadership Team's** and **EDI Champion's** responsibility to:

- Ensure effective implementation of this policy and its procedures
- Ensure that all staff are sufficiently aware and trained within equality & diversity
- 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, victimisation or harassment
- Ensure that all visitors and contractors are aware of, and comply with, this policy.

- Monitor school data to identify where bias may be playing a role in decisions or outcomes, a number of areas will be routinely monitored, including: admissions data, bursary applications, recruitment data, examination results and post 18 destinations. This will be done within the GDPR and confidentiality of personal information protocols and will be reported in such a way that does not identify any individuals.
- Ensure transparency in assessing the impact of the school's Equality, Diversity and Inclusion strategy and accountable for future goals.

It is the responsibility of **all staff** to:

- 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.

It is the responsibility of **pupils** to:

- 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 Section and EDI Champion
- 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 Bishop Challoner 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-bullying 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 their membership of the school community reviewed by the Headteacher.

### **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.

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, Form Tutors and Heads of Section have a duty to ensure equality, diversity and inclusive practice are upheld.

**Heads of Section** 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.
- 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. This includes having an awareness of how intersectionality (*understanding how aspects of a person's social and political identities combine*) can create different modes of discrimination and privilege.
- 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.
- Encourage pupils to develop their own voice

### **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, trustees, 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 caterers are celebrating our diverse culture regularly and the types of food offered reflect the diverse community of the school
- 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

### **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 Belief**

- Although the School's religious ethos is based on Catholic values and tradition, the school welcomes and respects the rights and freedoms of individuals from other 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
- The school recognises 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
- 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 acknowledges its responsibility to make reasonable adjustments to alleviate disadvantage, for example by taking positive action to deal with 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 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 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 EDI Champion. Staff should report discrimination to the DHT or Headteacher.
- 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 Deputy Head.
- All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the School's Senior Leadership 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 the pastoral systems.
- Intentional and/or sustained incidents should be reported directly to the Heads of Section and EDI Champion within 24 hours of the incident.
- Pupil infringements of this policy will be recorded on the school's Anti-bullying Log. Staff and visitor infringements of this policy will be reported to HR.

### **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.

### **Staff Recruitment**

The school is committed to:

- ensuring that the best possible staff are recruited based on their merits, abilities and suitability for the position
- increasing the ethnic diversity of the teaching staff, and increasing the diversity of all staff, with a focus on underrepresented groups – such as the ethnic diversity of staff and the number of women in senior roles
- Recognising that diversity broadens people's range of role models, helps others overcome unconscious bias and improves organisational change

### **Teaching and Learning**

All subjects/teachers are encouraged to include a variety of sources and people from all ethnicities in their teaching. The Bishop Challoner Scheme of Work template stipulates that this has to be included when designing Schemes of Learning.

Application and recruitment process will be monitored to actively target a more diverse applicant pool.

## Appendix 1

### Terminology



<b>Affinity Bias</b>	The tendency to connect with people who look and seem most like ourselves and avoid those who are different.
<b>Ally</b>	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.
<b>Allyship</b>	Allyship is using your position of privilege to make a more inclusive culture.
<b>Asian BAME</b>	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.
<b>Black (or Black, African &amp; Caribbean)</b>	Used to specifically refer to Black heritage
<b>Black Lives Matter</b>	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
<b>Cisgender or Cis</b>	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.
<b>Culture Fit</b>	Individual attitudes, values, behaviours, and beliefs being in line with the core values and culture of an organization.
<b>Discrimination by association</b>	Direct discrimination against someone because they associate with another person who possesses a protected characteristic.
<b>Direct discrimination</b>	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).
<b>Discrimination</b>	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
<b>Discrimination arising from disability</b>	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.
<b>Equality</b>	Treating all people the same, assuming they will all benefit from the same support.
<b>Equity</b>	Treating people differently, in accordance with what support they need to achieve equality of opportunity or address unique barriers
<b>Gay</b>	Someone who is sexually attracted to people of the same sex
<b>Gender Dysphoria</b>	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.

<b>Gender Expression</b>	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.
<b>Gender Identity</b>	Gender identity is personal: it's how we see and define ourselves.
<b>Genderqueer</b>	Someone who does not subscribe to conventional gender distinctions but identifies with neither, both, or a combination of male and female genders.
<b>Harassment</b>	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”.
<b>Hate Crime</b>	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
<b>Homophobia</b>	A strong dislike or fear of homosexual people
<b>Identity</b>	The qualities of a person or group that make them different from others
<b>Inclusion</b>	Inclusion is the result of welcoming, respecting, supporting, involving, valuing and empowering those around you equally.
<b>Intersectionality</b>	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.
<b>Intersex</b>	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.
<b>Indirect Discrimination</b>	Occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic.
<b>Islamophobia</b>	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.
<b>LGBTQ+/LGBTQI</b>	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.
<b>LGBTQIA</b>	LGBTQIA is an acronym and refers to lesbian, gay, bisexual, transgender, queer or questioning, intersex, and asexual or allied.
<b>Mansplain</b>	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 patronising.
<b>Microadvantages</b>	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.
<b>Microaffirmations</b>	Microaffirmations are subtle acknowledgments of a person’s importance and accomplishments, which creates a feeling of being valued and a sense of belonging.
<b>Microaggression</b>	Microaggressions are seemingly harmless but impactful everyday slights and exclusions that negatively highlight an individual’s Otherness.
<b>Multiracial mixed heritage, dual heritage, mixed-race, mixed-ethnicity – or simply “mixed</b>	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.

<b>Neurodiverse</b>	Neurodiversity describes a spread of neurological differences (learning and developmental difficulties, ADHD and Autism are examples).
<b>Pan or Non Binary</b>	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
<b>Person of Colour</b>	The term "person of colour is primarily used to describe any person who is not considered "white"
<b>Perception discrimination</b>	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.
<b>Prejudice</b>	Preconceived opinion that is not based on reason or actual experience
<b>Privilege specific</b>	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.
<b>Pronoun</b>	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.
<b>Protected Characteristic</b>	The characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
<b>Psychological Safety</b>	Psychological safety is a belief that you will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes.
<b>Questioning</b>	Used to describe a person who may be processing or questioning their sexual orientation and/ or gender identity
<b>Racism</b>	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
<b>Scapegoating</b>	Unfairly blaming an individual or group of people for circumstances that have a variety of causes
<b>Systemic Racism</b>	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.
<b>Third-party harassment</b>	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.
<b>Tokenism</b>	The practice of doing something only to prevent criticism and give the appearance that people are treated fairly.
<b>Trans or transgender</b>	Refers to a person whose gender is not the same as the sex they were assigned at birth.
<b>Transitioning</b>	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.
<b>Transphobia</b>	The fear or dislike of someone based on the fact they are trans, including the denial/refusal to accept their gender identity.
<b>Unconscious Bias</b>	Deep-seated assumptions we make about people who are different than us without even realising it – usually called implicit bias or unconscious bias.
<b>White Privilege</b>	The benefits unconsciously enjoyed and consciously perpetrated from being or being perceived as white.