

Equality, Diversity, Inclusion Policy

Full School including EYFS

2026/2027



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOL

Equality, Diversity, Inclusion Policy (EDI)

Full School including EYFS

Scope

This policy applies to all pupils (age 4 (EYFS) - 18) and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

Roles and Responsibilities

The Governing Body delegates responsibility to the Head for developing and enacting any required "Good Practice" policies. These policies are non-statutory and do not require ratification by the Governing Body. As such, the Head has delegated accountability and responsibility for the operationalisation of this policy to the Director of Equality, Diversity and Inclusion who ensures the consistent application and implementation of this policy across the School. Staff should follow the expectations set out in this policy.

1. Introduction

The School Community: Ibstock Place School is an independent, co-educational day school for pupils aged 4-18 years. Our school community is made up of children, parents, teachers, other employees and governors from a variety of cultural backgrounds, ethnicities and creeds. 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 wellbeing underpin academic and co-curricular excellence. By celebrating diversity and actively promoting equality, pupils and staff know they are valued, and a culture of mutual respect, within a culturally inclusive environment, is actively fostered. In order to ensure that everyone can thrive and meet their full potential, inclusion and equality of opportunity is at the core of the School's ethos. We seek to remove any barrier to access, participation, attainment, progression and achievement.

The principles of equal treatment guide the way we recruit, induct, train, promote and generally manage all our employees and in the way we conduct admissions of pupils and provide access to facilities, services, opportunities and responsibilities, and the way we guide our expectations of the pupils themselves.

We are mindful that the Department for Education has consulted on how schools should approach provision for Gender questioning students and the UK Supreme Court ruling that sex in the equality act means biological sex and not gender. As such we are cognizant of our school following official guidance which will be released as part of Keeping Children Safe in Education shortly.

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 2010 Equality Act. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. Differences of treatment will be solely for bona fide organisational reasons relating to the management of pupils, parents and employees.

The protected characteristics are:

- Age
- Sex
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race and Ethnic Origin, including colour
- Religion or Belief
- Sexual Orientation

2. Policy Aims

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics.
- 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 our pupils can thrive and achieve all the outcomes of *Keeping Children Safe in Education 2015 (last updated 6 June 2023)*.
- Provide a learning environment and curriculum where all individuals feel a sense of belonging, and of being valued.
- Celebrate and value the diversity at school and in society as a whole.
- Prepare pupils for life in a diverse and inclusive society of modern Britain, 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 throughout staff development, our curriculum and co-curricular provision.

To achieve our aims we shall:

- Collect, analyse data (such as admissions data, examinations results) to monitor potential disadvantage amongst the pupil body.
- Help to overcome any potential barriers to learning by providing for pupils' diverse needs.
- Offer a broad, balanced and appropriate curriculum that provides equal opportunity for all pupils, irrespective of difference, to enable them to thrive.
- Ensure the wider School curriculum promotes and celebrates equality and diversity.
- Ensure that School events, visiting speakers and whole-school initiatives take into account issues of diversity and inclusion and reflect the diversity of the wider community.
- Ensure that our catering team regularly celebrates diverse cultures and that the types of food offered reflect the diverse community of the School.
- Operate a clear zero tolerance policy towards abusive and discriminatory behaviour.
- Promote equality and cohesion, actively challenging discrimination, bias and stereotyping and 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.
- Build links with the wider community through the Partnerships Programme.
- Review school policies and procedures considering an equality impact assessment

It is the responsibility of all staff to:

- Role-model inclusive and anti-discriminatory behaviour.
- Support and participate in any measure 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, victimisation, harassment, or bullying, including banter.
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and the School's culture; to be willing to reflect and be open to challenge.
- Make effective and reasonable adjustments where appropriate to meet 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.

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 the pastoral team or the Director of EDI.
- Be alert to and actively challenge any forms of discrimination, victimisation, harassment or bullying, including banter.

These responsibilities run alongside the School's *Behaviour Policy*. The School's approach to wellbeing means that we aim to educate, help and support pupils to understand responsibility towards others, feel heard and valued and learn from their experience. 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 towards another member of the community. We also require anyone made aware of such

behaviour to report it. Incidents are recorded. Sanctions will be appropriate and, in some circumstances, continued membership of the School community will be reviewed by the Head. All pupils are made aware of the Ibstock Gender Equality Charter and an extension of the School's Code of Conduct entitled Anti-Discrimination Policy, outlining the School's zero-tolerance approach to discriminatory behaviour.

3. Admissions

Candidates for admission as pupils are required to satisfy the academic and character requirements current at the time of admission and entry to the School. The School treats every application for admission in a fair and equal way in accordance with this policy and the School's *Admissions Policy*. Ibstock Place School is committed to equal treatment for all, regardless of a candidate's race, ethnicity, religion, gender, sexual orientation, or social background.

Ibstock Place School aims to encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. Means tested fee assistance may be offered to appropriate candidates. Details of scholarships and bursaries are given in the Admissions Policy and on the School's website.

The School's policy is to conduct its admissions on a fair and non-discriminatory basis. Reasonable adjustments will be made available in the entrance assessments if supported by an Educational Psychologist's Report or equivalent independent medical report which is not more than two years old at the date of the examination. The School will usually seek from a candidate's school details of normal working provision and practice for the candidate. The School's policies on Equal Treatment, Disability, and Learning Support are available on request. The School welcomes children from different ethnic groups, backgrounds and those with religious and non-religious beliefs. Human rights are respected. The School will make all reasonable adjustments to ensure that children with disabilities have full access to the School's curriculum, culture, policies and procedures.

4. Education

The School is mainstream and English-speaking. We are able to provide some limited assistance of a short-term nature to children who require learning support or for whom English is not their first language, but we have insufficient facilities for children with moderate to severe learning difficulties. The curriculum is crucial to tackling inequalities for pupils, including gender stereotyping, preventing bullying, and raising attainment for all groups.

The curriculum aims to:

- Normalise diversity in the content and examples used; resources should be monitored for possible bias, reinforcing stereotypes and ethnocentric elements.
- 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.

5. Pastoral Care

The School's pastoral care system promotes respect and understanding of ourselves and others, acknowledging that our community is strengthened by the diversity of the individuals within it. Wellbeing, social cohesion, and academic resilience underpin our community and reinforce a sense of belonging and acceptance, all needed to overcome challenges effectively and develop a strong sense of self. Whilst all staff are responsible for the pastoral care of our pupils, Tutors and Heads of House have a duty to ensure that equality, diversity, and inclusive practice are upheld on a daily basis.

The pastoral teams should aim to:

- Acknowledge and celebrate the positive impact of diversity within Houses and Tutor Groups.
- Deliver dedicated assemblies and tutor time activities stressing the School's shared values of inclusion, tolerance, kindness, care and respect for members of the School and wider community.
- Actively challenge and report bias and stereotyping during tutor time and pupil interactions 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 the Sixth Form Cabinet.
- Understand the impact of discrimination on pupil wellbeing and mental health, remaining alert to our own bias and the impact of power dynamics between different groups. This includes having an awareness of how intersectionality (*understanding how aspects of a person's identities combine*) can create different modes of discrimination.
- 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.
- Encourage pupils to develop their own voice through initiatives such as celebrations of religious festivals, and working with outside providers in the PHSE programme.

6. Disability

The School Premises

- Main House (Senior School) has no lift. The Main House is on three floors with wheelchair access to the ground floor only. There are lavatory facilities for disabled persons on the ground floor (Refectory).
- There are steps from the Terrace to the Orchard and from New School to the Senior Common Room.
- New School (the Senior School) and the Theatre have full disabled access. The Theatre has access at ground floor level and from the first floor by lift.
- The Cooper's Campus site including indoor and outdoor Sports Facilities (Prep and Senior School) and Cooper's Cottage (Senior School) are accessed via a bridge which crosses Clarence Lane. No pupil is allowed to cross the road, without using the bridge. A pupil using a wheelchair must be accompanied by a member of staff or School Nurse.
- The Refectory and Sixth Form Study Centre are served by a lift.
- There is a lift in Macleod House (Prep School, P2 -P5) and in the Sports Hall, but not in Roberts House (P6). The Kindergarten and P1 classrooms (Priestman House) are on the ground floor.

Reasonable Adjustments

- 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.
- 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. An example might be supporting pupils if there is evidence that they are being disproportionately subjected to sexual harassment, or stricter expectations of behaviour for a particular gender.
- The School will inform and consult with pupils and parents about what adjustment, if any, the School is 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 may make reasonable adjustments to support the well-being of pupils or staff who request to be known as **trans or non-binary**. All staff toilets are unisex and unisex toilets are accessible in the Refectory and in the VI common room for Trans identifying pupils. Gender reassignment is a protected characteristic for those 18 and over, but the wellbeing of any transitioning pupil and member of staff must also be taken into consideration.

7. Religious Belief

- The School has a Christian ethos in the Senior School and we respect the right and freedom of individuals to worship in accordance with other faiths, subject always to their respecting the rights and freedoms of the School community as a whole. The Schools' religious assemblies are Christian based and all pupils attend, including Remembrance Service, Carol Services and Easter Service.
- There is a multi-faith room available in the Senior School for prayer and meditation.
- Religious festivals of Diwali, Eid and Hannukah are acknowledged via tutor-time educational materials.
- The Prep School is non-denominational and there are assemblies celebrating the major faith festivals.
- Absence 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, shared values.
- Where possible, religious observance will be facilitated, through allocation of a prayer space during the lunch hour and time for both pupils and employees who celebrate religious festivals and holidays.

8. Biological Sex

Segregation of boys and girls for the purpose of competitive sport, **overnight accommodation on trips and visits**, or to address disadvantage, is lawful under the Equality Act 2010. The PE curriculum offers several mixed-sex options for pupils' participation. In all other cases, the School will consider factors such as the educational impact of any segregation according to biological sex on the social development of pupils, their preparation for adult life, the availability to them of meaningful choice, and their access to academic options and co-curricular activities. The School will consider not only classroom teaching but the hidden lessons children take away from gender stereo-typing or differential treatment at School, or from the School culture, about their role in society, their value as a person and their expectations for the future.

9. Employees

The retirement age is dependent on current legislation. A genuine occupational qualification based on gender, fitness and other skills applies to some employed positions.

Disability: Subject to the physical constraints of our buildings and outside campus, we welcome applications for employment, or for School places, or as a governor or service provider, from people who have a disability within the meaning of the *Equality Act 2010*. Every application will be processed and considered fairly. We shall make reasonable adjustments to our systems and procedures in order to accommodate disabilities of which we have been made aware.

Training and development: The success of the EDI policy is closely linked to the provision of relevant training. Professional development involves a continuous process of learning involving self-development, open-mindedness, encouragement and motivation.

The School will endeavour to:

- Enhance and develop the skills, knowledge and abilities of existing employees to fulfil their potential, irrespective of background and employment status.
- Promote greater awareness of equal opportunities and the contribution made by our staff, governors, parents, pupils and the wider community.
- Equip employees with the skills to provide personal and organisational solutions to discriminatory practices and behaviour and to promote inclusive behaviour generally.
- Respond to changing and emerging training needs, providing opportunities for reflection, feedback and shared learning.

10. Examinations

See Appendix of the Examinations Policy for special arrangements for examinations.

11. Awareness

Awareness of this policy among employees will be raised and maintained by means of discussion at staff meetings and will form part of our education programme for pupils (during Tutorial Days and in House Tutor Groups).

12. Complaints

Any person who believes he or she has received less favourable treatment on any of the grounds referred to in this policy should make a formal complaint:

An employee should complain in accordance with the relevant Grievance Procedure

A pupil, parent, legal guardian or education guardian should make a formal complaint in writing to a member of staff in the first place, usually the relevant tutor or class teacher, or to any other adult member of the staff who is in a position to report the complaint.

Enforcement: We shall treat seriously and investigate every formal complaint. Disciplinary action will be taken against any member of the School community who is found to have acted in contravention of this policy.

13. Legislative framework

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

- [Keeping Children Safe in Education 2015 \(updated 24 May 2024\) \(KCSIE\)](#)
- [Working Together to Safeguard Children 2015 \(updated 23 February 2024\)](#)
- [Policies and procedures - Wandsworth Safeguarding Children Partnership \(wscp.org.uk\)](#)
- [Disqualification under the Childcare Act 2006 \(updated Aug 2018\)](#)
- [Teacher Standards 2011 \(updated Dec 2021\)](#)
- [Early Years Foundation Stage Statutory Framework \(updated 19 January 2024\)](#)
- [Independent School Standards Regulations 2014](#)
- (Repetition of EYFS deleted)
- [Data Protection Act 2018 Overview and GDPR \(updated Aug 2020\)](#)
- [Equality Act 2010 \(updated June 2015\)](#)
- [Charities Act 2011](#)

Queries

Queries on this policy should be directed to the Director of Equality, Diversity and Inclusion.

Monitoring and Review

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

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

- Behaviour Management Policy
- Anti-Bullying Policy and Cyberbullying Policy
- Disability Policy
- E-Safety and Acceptable Use Policy
- Mental Health Policy
- Promoting the Well-being of Pupils Policy
- Relationships and Sex Education Policy
- Code of Conduct for Staff
- Health and Safety Policy
- Accessibility Plan
- Safeguarding Policy
- PSHE and PCSHE Policies

Appendices

Please see overleaf for Appendices 1 and 2.



Appendix 1

Examples of how the school celebrates the diversity of our wider community:

- The whole-school celebration of many events during the year in assemblies, in lessons and in debates include International Women's Day, Black History Month, LGBT History Month, "Show Racism the Red Card", Pride, Diwali, Eid, Christmas, Easter, and Holocaust Memorial Day. Heritage Day is a celebration of the entire school community. All Faculties endeavour to reference the various celebrations in their curriculum.
- **The Humanities curriculum throughout the Prep School is Curriculum Maestro, which** gives greater emphasis to the history of the world events that have enabled fundamental cultural and societal changes. In the Senior School the History curriculum includes the study of the Windrush and the Holocaust prior to GCSE.
- EYFS and Prep 1 have joined the Think Equal Scheme of work and there are two allocated periods dedicated to this curriculum each week. The programme is based on a commitment to social equality, gender, racial and religious equality, social and emotional health and well-being and global citizenship, based in social-emotional learning from a very young age.
- The PHSE curriculum and Ethics educates pupils on a wide range of issues, including sexism, racism, antisemitism, and gender.
- Societies such as Fem Soc, Pride, ACAAS (African, Caribbean, Asian and Allies Society), Kids for Equality Club (Prep) lead numerous assemblies based on a variety of historical events and important days/weeks which deserve better acknowledgement.
- The School also works with outside providers such as Bold Voices (gender equality), Beyond Equality (masculinity), and ACEN - African Caribbean Education Network (racial literacy and anti-racism) who facilitate discussions through workshops.

Appendix 2

Terminology related to anti-racism, intersectionality, gender identity, and equity

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 behalf of others.
Allyship	Allyship is using your position of relative privilege to create a more inclusive culture.
Asian	Refers to a broad group, including Indian, South East Asian and Chinese.
B.A.M.E	(Black, Asian & Minority Ethnic) first used in the 1970's during the anti-racist movement/ fighting discrimination. Definition includes anyone who is not white British – including travellers, etc. Useful when making comparisons to the majority group but should not be used to talk about one group. At IPS, many of our pupils may be British but have other white heritage.
Black (or Black, African & Caribbean)	Refers to Black heritage specifically.
Black Lives Matter	Black Lives Matter (BLM) is a decentralized political and social movement, originating in the US, that seeks to highlight racism, discrimination, and racial inequality. Now often used synonymously with anti-racist initiatives.
Cisgender or Cis	A term used to describe a person whose gender identity is the same as their biological sex.
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, biological sex or 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 and that we are all unique individuals.
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 can be used to mean a social and cultural construct, often referring to the roles society has assigned men and women, as opposed to the biological sex of male and female, which are linked to chromosomes and reproductive function.
Gender dysphoria	Gender dysphoria often occurs in transgender or genderqueer people. Gender dysphoria is often used to describe when a person feels uncomfortable or distressed identifying with their biological sex/the gender they were born with.
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 or not identify as transgender
Gender Identity	The idea that gender identity is personal: it's how we see and define ourselves.
Genderqueer	Someone who does not subscribe to conventional gender distinctions but who identifies with neither, both, or a combination of attributes that society stereotypes as male and female
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.
(Non-Crime) Hate incident	A non-violent hate crime, often called non-crime hate incidents means any action or communication perceived as motivated by hostility or prejudice towards someone's protected characteristic, even if it does not meet the legal threshold for a criminal offence. These incidents, such as offensive comments, cyberbullying or offensive gestures, are recorded by police to build intelligence on community tension and prevent escalation, but aren't prosecutable crimes themselves.
Homophobia	Antipathy towards 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+/LGBTQIA+	The acronym for lesbian, gay, bi, trans, questioning (or queer), intersex, asexual or allied + other gender variants. This is the most inclusive, all-encompassing term for the gay community, including those who do not identify as the gender of their biological sex.
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 patronising.
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 - or 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).
Neurodivergent	Neurodivergent describes individuals whose brains process, learn, and behave differently from what society considers “typical” or “neurotypical,” encompassing conditions like Autism, ADHD, Dyslexia, Tourette’s, etc., viewing these as natural brain variations rather than deficits, highlighting unique strengths and perspectives
Non-Binary	Refers to a person who doesn’t identify as either gender, or 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 might include race, gender, sexual orientation, ability and religion, as well as privilege related to wealthy and class.
Pronoun	Words used to refer to people's gender – for example, 'he' or 'she'. Some people, eg some people who identify as non-binary, prefer gender-neutral language and use pronouns such as they/their.
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 heritage: 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.
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.
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 to give the appearance that people are treated fairly.
Trans or transgender	Refers to a person whose gender identity is not the same as that of their biological sex.

Transitioning	The steps a trans person takes to live in the gender with which they identify. For some this 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 that they are trans.
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 theory that societal privilege benefits white people over other ethnic groups. It does not mean that white people do not experience hardship, but that life has not been harder because of the colour of their skin.
Woke	Woke originally meant being alert to racial prejudice and injustice, originating in Black American culture to 'stay woke' to systemic discrimination, but it has evolved to include broader social inequalities.