



# Equality Guidance

The Samuel Whitbread Academy Equality guidance has been written in line with the Bedfordshire Schools Trust (BEST) Equality policy and incorporates statutory requirements from the Equality Act 2010 and the DfE's "Behaviour in Schools" guidance.

## 1. Statement of Intent

The Academy maintains a zero-tolerance approach to all forms of discriminatory behaviour. We are committed to fulfilling our **Public Sector Equality Duty (PSED)** by eliminating discrimination, harassment, and victimisation, and by fostering an inclusive environment where every member of the school community—student or staff—is treated with dignity and respect.

## 2. Guidance Relating to School Policies

### Admissions and Exclusions

Bedfordshire Schools Trust (BEST) admissions arrangements are fair and transparent, and do not discriminate on protected characteristics. Exclusions always follow SWA's Behaviour Policy. SWA closely monitors exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

### Teaching and Learning

SWA aims to provide all students with the opportunity to achieve and excel. To do this, the academy will:

- Aspire to remove all discrimination and intolerance from the Academy.
- Ensure all staff and students can carry out their roles without bullying or intimidation.
- Monitor achievement data by ethnicity, gender, and disability to address gaps in progress.
- Take positive steps to **decolonise the curriculum**, ensuring all students see themselves represented via deliberate representation.
- Use materials that reflect diversity without stereotyping in all resources and promotional materials.

## 3. Definition and Protected Characteristics

Discriminatory behaviour is defined as any action, language, or conduct that targets, mocks, or disadvantages an individual or group based on a **protected characteristic**. As defined by the Equality Act 2010, these include:

- Age
- Disability (including neurodivergence, mental health, and ableism)
- Gender Reassignment (Transgender status)
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race (including colour, nationality, ethnic or national origin, and accent)
- Religion or Belief
- Sex

- Sexual Orientation

#### 4. Specific Guidance by Characteristic

##### Race Equality

SWA will not tolerate any form of racism, microaggressions, or covert discrimination. Derogatory terms are unacceptable. It is important to note that the law considers how words are perceived by those who receive them; the "intent" or "joke" behind the comment is usually irrelevant to the legal definition of the incident.

##### Disability and neurodiversity

All forms of discrimination related to disability (ableism) are unacceptable. This section should be read in conjunction with SWA's Special Educational Needs Policy and Accessibility Plan.

##### Gender Identity and Sex

SWA eliminates unlawful discrimination on the grounds of gender and promotes equality between female and male students, including transgender people. We provide gender-neutral toilets and non-gender-specific uniform options to ensure students are not put at a particular disadvantage.

##### Fostering and Adoption

Staff will acknowledge that family is created via different means and will not imply that a 'real' family derives only from 'birth'.

#### 5. Forms of Discriminatory Conduct

The Academy recognises that discrimination can manifest in various ways:

- **Direct Discrimination:** Treating someone less favourably because of a protected characteristic.
- **Indirect Discrimination:** When an inflexible rule or practice applies to everyone but puts a person with a particular characteristic at a disadvantage.
- **Harassment:** Unwanted conduct that violates dignity or creates an intimidating, hostile, or offensive environment. This includes the mimicry of accents or the use of offensive online "memes."
- **Victimisation:** Treating a person less favourably because they have made an allegation or supported a complaint regarding discrimination.

#### 6. Reporting and Investigation

All incidents of a discriminatory nature must be recorded as 'B4 Discriminatory Behaviour' on the school's management system. Additionally, the incident must be logged on CPOMS using the "Discrimination" tag to ensure a comprehensive safeguarding record is maintained.

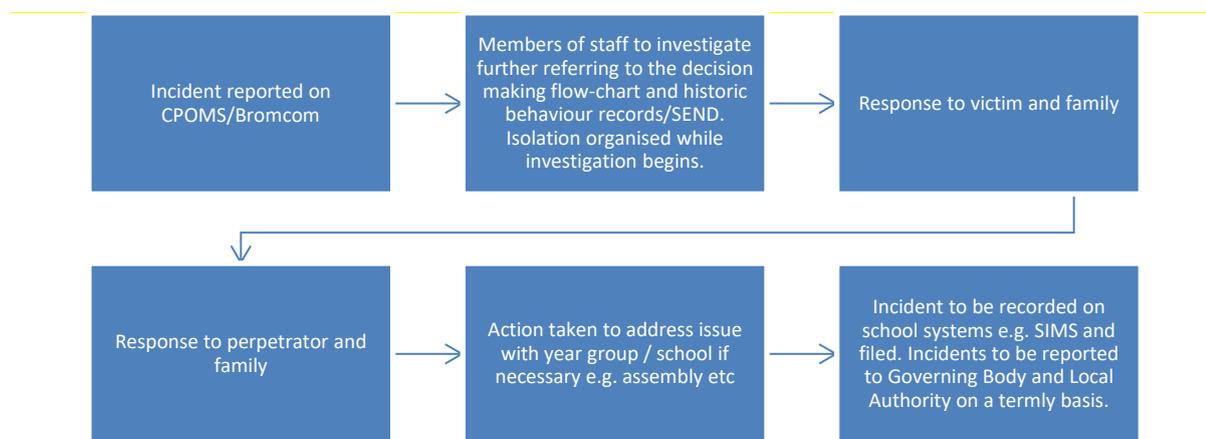
When an incident is reported, staff must follow the Discrimination-Related Incident Decision Making Flow Chart (see Appendix). This ensures a consistent, objective, and legally sound investigation process that distinguishes between "immature" poor choices and targeted discriminatory acts.

The integration of the "B4" coding and the CPOMS Discrimination tag creates a robust dual-reporting system. This ensures that:

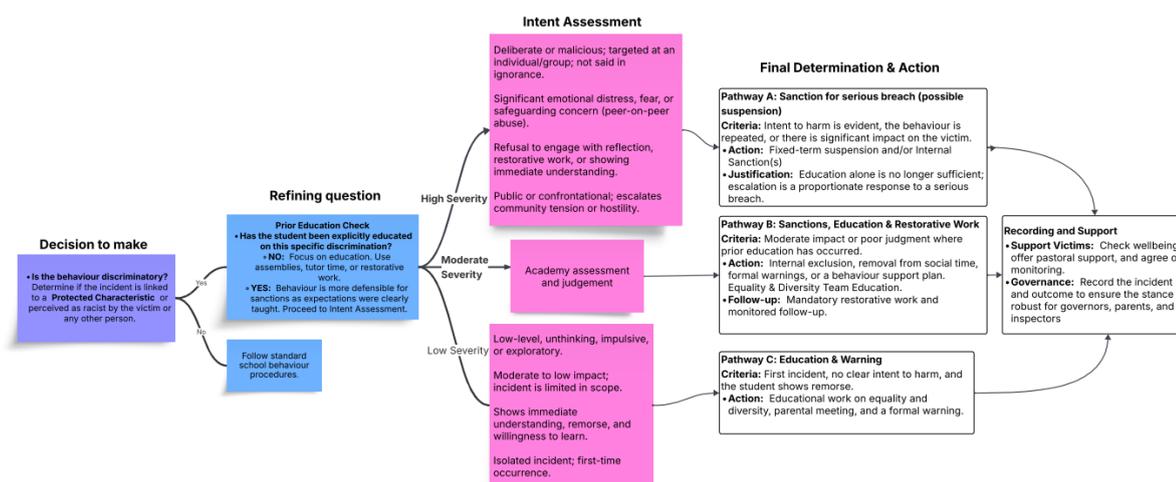
1. Behavioural Data is captured for disciplinary monitoring.

- Safeguarding Data is captured to monitor the long-term wellbeing of both the victim and the perpetrator.

This alignment follows DfE best practices by ensuring that identity-based incidents are not treated as isolated behavioural lapses but as potential safeguarding concerns that require a "joined-up" staff approach.



## Appendix



## 7. Sanctions and Accountability

The Academy does not view discriminatory behaviour as a "standard" disciplinary matter. Sanctions will be applied at the highest level of our behaviour hierarchy.

- Accountability:** Students must take responsibility for the **impact** of their actions, regardless of their stated intent.
- Sanctions:** These may include internal isolation, fixed-term suspension, or, in persistent cases, permanent exclusion.
- Education:** Any sanction will be accompanied by mandatory restorative work or educational sessions focused on diversity and the impact of hate speech.

## 8. Vulnerable Students and SEN

While the Academy acknowledges that students with Special Educational Needs and Disabilities (SEND), such as ADHD or Autism, may struggle with impulsivity, this **does not negate the school's responsibility to protect the victim** under the Equality Act. A student's SEND status will be

considered, but it will not be used as a justification for allowing discriminatory language to go unchallenged or unrecorded.

## 9. Monitoring and Review

- **Monitoring:** All logged incidents are reviewed via school systems to improve practices. Racist incidents are reported to the Governing Body and Local Authority termly.
- **Objectives:** SWA will monitor equality objectives and publish progress updates annually on the school website.

## 10. Author and Date

Vishalie Yadav (Equality and Diversity Lead) July 2021  
Reviewed Thomas Rowell May 2022  
Reviewed TAR – May 2023  
Reviewed TAR – April 2024  
Reviewed AOR – January 2026

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Next review date – January 2027