



S07 – Equality, Diversity & Inclusion

Approved: Education, Policy & Safeguarding Committee

Approved Date: June 2025

Reviewed Date: June 2026 & update to policy references only in September 2026

Next Review Date: June 2027 by Education, Policy & Safeguarding Committee with recommendation to FGB



This policy has regard to the following:

- The Equality Act 2010 (inclusive of Schedule 10), the Public Sector Equality Duty 2011;
- The Children's Act 1989 and 2004;
- The Human Rights Act 1998;
- The Sex Discrimination (Gender Reassignment) Regulations 1999;
- The Special Educational Needs and Disability Code of Practice: 0-25 years (Department for Education and Department for Health; January 2015), and the Education (Independent School Standards) (England) (Amendment) Regulations 2018.
- Independent School Standards, April 2026
- DfE Statutory Guidance 'Keeping Children Safe in Education' 2026;
- The Data Protection Act, 2018

The Dean and Chapter of Westminster recognises and celebrates diversity and the contribution that people with different life experiences can make to our community. Individuals with different cultures, perspectives and experiences are an expectation at our School. Prejudice of any kind has no place in our School, and we will continue to work as hard as is needed to ensure that this is so. The School values a diverse and inclusive community for pupils and employees as we believe diversity and inclusion improve the learning environment for everyone.

Westminster Abbey Choir School is a Christian school for the education of boys and the school operates as a single-sex school in accordance with the Equality Act 2010 exceptions. Subject to this, the school seeks to create a welcoming and safe environment where all are treated on the basis of their merits, abilities and potential. The school supports the principle of inclusion, diversity and equal opportunities, and opposes discrimination against staff, pupils or potential pupils on the basis of age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity (defined as Protected Characteristics). We work within the spirit and the practice of the Equality Act 2010 by promoting a culture of respect and dignity and will actively challenge discrimination, should it ever arise. All policies and practices will conform to the principle of equality, diversity and inclusion in terms of admissions, selection, curriculum, co-curricular activity, discipline and behaviour. The school ensures that teaching and the curriculum actively promote the principles of equality, diversity and respect for others, in line with ISSR Part 1.

The school will continuously strive to engender an atmosphere of respect, tolerance and understanding and to ensure that everyone in or associated with the school is treated with respect and dignity. Prejudice of any kind has no place in our School, and we will continue to work as hard as is needed to ensure that this is so. The School values a diverse and inclusive community for pupils and employees as we believe diversity and inclusion improve the learning partnership. Unacceptable behaviour relating to each protected characteristic, for example, transphobia, biphobia, homophobia, racism, sectarianism, islamophobia, and so on, will not be tolerated by the School.



The Leadership team, supported by the Board of Governors have overall responsibility to manage the implementation of equality, good relations, diversity and inclusion across the school, and to comply with the relevant education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to the School. The Deputy Head as EDI Lead will oversee the management of the policy and all related features of its expectations within School life. The school also has a designated equality link Governor, Sarah Brader.

To these ends the school will:

- treat all those within the whole school community (ie pupils, staff, parents, governors and community) as individuals with their own particular abilities, beliefs, challenges, attitudes, cultural and linguistic backgrounds, and experiences;
- nurture a school ethos which promotes equality of opportunity, develops understanding and challenges myths, stereotypes, misconceptions and prejudices;
- encourage everyone within the school community to gain a positive self-image and high self-esteem;
- have high expectations of everyone involved with the school and work to enable them to develop and grow to their full potential;
- promote mutual respect and value each other's similarities and differences and face equality issues openly;
- identify and remove any practices, procedures and customs which are discriminatory, challenge them, and replace them with practices which are fair to all;
- assess how the needs of individual children should be met, in particular those with additional educational needs, to ensure they are included, valued and supported;
- Make it clear and ensure that all discriminatory words, behaviour and images are treated as unacceptable;
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty);
- Ensure compliance with the Equality Act 2010 and the DfE Guidance 'Every Child Matters' (2003);
- Prepare pupils to be good citizens, living and working in a multi-ethnic society and to take up the responsibility of participation, and to treat all others as we would wish to be treated;
- Prevent and tackle the use of discriminatory or derogatory language and challenge extremist ideas as part of the School's duty to protect individuals from being radicalised or drawn into terrorism

So far as possible, any incident or concern involving or impinging upon equal opportunities will be speedily resolved by the school. If the matter is not thus resolved, the school complaints procedure should be invoked.

Responsibilities

All pupils are expected to comply with this policy and to treat others with dignity at all times without regard to their gender, race, disability, sexual orientation, gender reassignment, religious belief or age except where common decency and consideration dictate.



All pupils are responsible for the success of this policy and must ensure that they familiarise themselves with the policy and act in accordance with its aims and objectives. Age-appropriate teaching of the principles underpinning this policy will be included in the PSHE curriculum as part of promoting positive behaviour and other policies.

Staff are expected to ensure this policy is understood and adhered to by pupils. The Board of Governors has overall responsibility for the effective operation of the School's Equal Opportunities Policies for staff and pupils, and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Board of Governors has delegated day-to-day responsibility for operating this policy and ensuring its accessibility, availability, maintenance and review to the Headteacher.

As a school, we are required to publish equality information every year. As we are a department of Westminster Abbey, this responsibility is upheld by the Abbey as a whole who:

- Must report pay gap information by 30 March each year
- Must report on at least 1 equality objective once every 4 years

The school works with the wider Abbey staff to achieve the equality objectives identified by the Dean and Chapter.

Recognising and Respecting Diversity

Treating people with respect and consideration does not necessarily mean that everyone should be treated identically. We aim to treat members of our school community with the utmost consideration and respect, and in doing so will approach their life situations, experiences and problems with a personalised and differentiated response in accordance with their particular needs. We will also recognise and respond to problems that people may face, and will recognise and work to eliminate discrimination, in relation to:

- Disability
- Religion, belief, or faith background
- Ethnicity
- Sexual Orientation
- Sex
- Gender Identity / Reassignment
- And, as relevant, pregnancy/maternity

Inclusivity

It is a primary aim of our School that every member of the School community feels included, valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. School policies are therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels included, happy, safe and secure.



Our policies and practices should work to ensure that relations between different individuals and identity groups within the School are positive, cordial and tolerant. This includes the promotion of:

- Positive attitudes, knowledge and understanding towards disability.
- Positive attitudes, knowledge and understanding of different ethnicities, cultures, religions, races and nationalities.
- Positive attitudes and mutual respect between boys and girls; women and men; and an intolerance of any sexual, homophobic, biphobic or transphobic or gender-based prejudice.

We celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping are caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

We will recognise and address inequalities and barriers that already exist, aiming to foster an environment in which inequalities in any form are not manifest in our community. We will, however, commit to recognising any forms of inequality that do arise, and will work to combat these in the most effective manner possible

The Abbey's Disciplinary Procedure will be used where the conduct of staff does not support these principles. This policy should be read in conjunction with the Westminster Abbey Equality and Diversity Policy.