

Equity, Diversity and Inclusion Policy and Procedures

This policy has been written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- Keeping Children Safe in Education 2023
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Equality Act 2010 including
 - Schedule 1 Disability: supplementary provision
 - Schedule 10 Accessibility for disabled pupils
 - Schedule 13 Education: reasonable adjustments
 - Schedule 17 Disabled pupils: enforcement
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013
- Various United Nations Conventions on The Rights of the Child, People with Disabilities and the Human Rights Act 1998

This policy applies to all members of our school and should be read in conjunction with the following school policies:

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|---|-----------------------------------|--|
| Safeguarding and Child Protection Policy | Curriculum, Teaching and Learning | Personal, Social, Health Economic Education Policy |
| Admissions Policy | SEN Policy and SENDA Plan | Disabilities policy |
| Inclusion Policy | Able, Gifted and Talented | Equality Policy |
| Positive Behaviour | Risk Assessment | Safer Recruitment |
| Fire Safety | Complaints Policy | Anti-Bullying Policy |
| Whistleblowing Policy | Staff Code of Conduct | Online Safety Policy |
| Supporting Mental health and Well-being at work | | |

All School policies and practices will conform to the principle of equal opportunities.

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1. Introduction

Bowdon Preparatory School is proactively committed to creating a stimulating teaching, learning, and working environment that values diversity, mutual respect, and one another. We strive to create and maintain the environment of equality, diversity and inclusion (EDI) in all aspects of wider school life. We aim to provide an equitable education for our pupils. It is our collective aim to create, nurture and uphold an environment of trust and openness, where everyone feels secure, respected and valued.

We value diversity across all dimensions of difference so that pupils and staff can flourish and achieve their full potential in an environment where there is no place for discrimination. It is our belief that diversity enriches our individual and collective experience, performance, and achievement; it is integral to living our school values that we foster positive and respectful relationships which are based on compassion, kindness and integrity.

We seek to reflect inclusion by welcoming pupils and staff from all backgrounds. We will aim to continually develop inclusive practice to provide a 'school family' culture of belonging in which all pupils and staff feel authentic in their daily learning and work.

2. The Aims of The Policy

- Continue to create an inclusive school community where diversity is celebrated, and everyone is valued and respected
- Have understanding and participation at the forefront of all levels of equality, diversity, and inclusion access
- Effectively integrate equality, diversity and inclusion into all our collective learning including: our strategies, policies, academic and co-curriculum, enrichment opportunities, assessment methods, pastoral care, admissions, recruitment and engagements with families and carers
- Develop proactive appreciation of equality, diversity and inclusion as a strength of the School
- Fulfil our obligations to pupils and staff

This policy has been prepared with reference to the school's obligations under The Education (Independent School Standards) Regulations 2014. We work together with our pupils, families, carers, staff, Governors and external agencies to ensure that equality and inclusion is embedded in our daily school life.

We are committed to meeting the Statutory duties of The Equality Act 2010 which replaces previous anti-discrimination laws with a single Act. The Act provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society. This policy includes how we will comply with our duties and provides guidance about our approach to promoting equality and diversity. We acknowledge these duties also reflect international human rights standards expressed in the United Nations Conventions on The Rights of the Child, the United Nations Conventions on The Rights of people with Disabilities, and the Human Rights Act 1998. In addition, we continue to consult Independent Schools Standards regulations 2014, KCSIE 2023 and Ofsted reviews, as appropriate.

3. Equality, Diversity and Inclusion

- **Equality** is about creating a fairer community, where everyone can take part and where everyone can reach their full potential. Equality of opportunity has a legal framework to ensure that protected groups are not discriminated against.
- **Diversity** is about recognising and valuing difference, where everyone is respected for who they are.
- **Inclusion** is the culture we aim to create in which a diverse mix of people can come to work and school, feel comfortable and confident to be themselves, work and learn in a way that enables them and delivers professional/educational needs. Inclusion aims to ensure that everyone feels valued, and importantly, adds value.
- **Equity** recognises that each person has different circumstances and allocates resources and opportunities needed to reach an equal outcome.

We are committed to the following principle of equal opportunities that opposes discrimination based on the following protected characteristics:

- gender or gender reassignment
- sexual orientation
- marital or civil partnership status
- race
- religious belief
- pregnancy and maternity
- disability
- age

We will take all reasonable steps within our power to ensure that all members of our community are treated equally and fairly.

4. Equality and Diversity Policy: key principles

Our approach to equality and diversity is based on the following:

- **All people are of equal value.**
- **We recognise, respect and value difference and understand that diversity is a strength**

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- **We foster positive attitudes and relationships.**
- **We foster a shared sense of inclusion and belonging.**
- **We observe good equalities practice for our staff.**
- **We work to raise standards and improve outcomes for all learners, especially the most vulnerable.**
- **We challenge negative prejudice and stereotyping.**

5. Responsibilities for EDI

We all have a responsibility to act in accordance with this policy. Every member of our school community is to be respected and respect others.

Collective responsibilities:

- To equally take responsibility for ensuring we have a school where all are valued and respected. This includes feeling comfortable and supporting others to express views, openly and constructively.
- Developing a culture of being active bystanders, by respectfully speaking out or reporting any form of discrimination, unfair treatment, bullying or harassment.
- Challenging any form of behaviour which disrespects areas of difference.
- Be familiar with this policy and act in accordance with its aims.

Governors and Leadership:

- To ensure that the school complies with legislation
- To monitors the school's effectiveness in maintaining their commitment to implement their duties under the Equality Act, in terms of standards and attainment, curriculum, admissions, attendance, exclusions, awards, participation, progression, personnel issues and the school environment.

Headteacher

- To take overall responsibility for implementation and promotion of the policy, making sure pupils and staff are aware of their responsibilities, giving appropriate training and support.
- To provide visible leadership on equality, diversity and inclusion, and lead by example.
- Take a lead role in self-evaluation and staff development for equality, diversity and inclusion
- Offer strategic direction, leadership and support
- Take responsibility for monitoring and reviewing the effective operation of the policy and work with the Bursar/Human resource lead to make recommendations for change.
- Take appropriate action in any cases of unlawful discrimination.

Senior Leadership Team and Equality, Diversity and Inclusion Lead

- Develop, maintain and disseminate up to date knowledge of EDI and best practice
- Co-ordinate implementation of the policy
- Work together on a development plan
- Promote, encourage and monitor EDI across the School

6. Equality, Diversity and Inclusion for Pupils

This policy celebrates and recognises the work that Bowdon Preparatory School is undertaking to ensure equality, recognise diversity and promote inclusion through all aspects of learning. The School seeks to develop a caring, informed community of pupils who:

- treat others fairly;
- understand the importance of celebrating equality and diversity;
- develop skills which enable them to include others who may feel left out;
- show respect for others;
- seek to better understand different beliefs, traditions and cultures;
- are developing informed, ethical views of various issues;
- know why discrimination is unacceptable and how to challenge it age-appropriately.

All pupils will be treated with equity and where necessary, positive action will be implemented to include pupils of minority groups, support and guidance will therefore be commensurate to need.

We are committed to the review and implementation of a broad and balanced curriculum that continually reviews and embeds a critical lens with respect to content and delivery. Where possible, the curriculum and the co-curriculum, through assemblies, visiting speakers and trips, will promote equality, diversity and inclusion. Our aim is to prepare pupils for a global multi-cultural society. We will continue to develop a curriculum which incorporates a diversity of content which has regard to the protected characteristics under the Equality Act 2010. Our mission is to support our pupils in building emotional and social capacities to enable them to delight in the wonders that lie ahead, be valued as role models, and be well equipped as citizens of the future.

7. Admissions

The School will seek to identify inclusion deficits by monitoring the profile of pupil admissions at all entry points and identifying the nature and cause of any under-representation related to pupil intake. Bowdon Preparatory School will ensure communications appeal to a wide breadth of pupils and families and seek to develop excellent liaison and support for incoming pupils through equality assessment. The School is developing a bursary scheme to ensure the needs of pupils are met and in recognition of our commitment to widening participation and improving pupil outcomes.

8. Pastoral care

The school will make every effort to support pupils who experience difficulty in learning, social inclusion or other aspects of their lives at school and remove them, where possible.

Staff will:

- promote an inclusive and collaborative ethos in their classroom
- challenge prejudice and discrimination and deal fairly and professionally with any prejudice related incidents that may occur
- plan and deliver lessons that reflect the school's ethos
- provide materials that give positive images in terms of race, gender and disability
- expect the highest standards from all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who have difficulties with learning
- keep up to date with equalities legislation relevant to their work.

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We seek to develop assessments into our pastoral care, recognising that some pupils may have to deal with barriers to learning and inclusion which are related to protected characteristics. Staff training, cultural awareness and liaison with parents and carers will be vital in delivering effective pastoral care. The Personal, Social, Health and Economic Education Policy curriculum will be continually reviewed to ensure that pastoral education is up to date and relevant.

9. Behaviour

As a school we aim to create and nurture an environment where everyone feels secure, respected and valued. Pupils are expected to behave in line with this school value and foster relationships based on compassion, kindness and integrity. Staff will set a positive example by role-modelling these expectations. Any incidents of harassment, bullying or misconduct relating to issues of equality, diversity and inclusion will be dealt with in accordance with the School's Behaviour Policy. Reasonable adjustments to this policy will be made for pupils that have a physical or mental health disability.

10. Equality, Diversity and Inclusion for Staff

In line with our Staff Code of Conduct, we seek to continually create an environment where all staff are responsible for treating colleagues, pupils, staff, parents and visitors with dignity and respect, and behave in a way that does not precipitate claims of discrimination, harassment, or victimisation. Any allegations will be dealt with under staff disciplinary procedures.

All staff are required to support and participate in any measures and training required to promote Equality, Diversity and Inclusion. Training will be kept under review in line with the School development Plan and any subsequent Equality, Diversity and Inclusion Development Plan.

11. Recruitment and selection, promotion and access to training

We strive to ensure the elimination of discrimination and harassment in our employment practice. All staff appointments and promotions are based on merit and ability and in compliance with the law. We ensure that, wherever possible, our staff complement reflects the diversity of our school and local community. We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

The Headmistress will consider the steps taken to ensure that members of staff who may have a disability are not treated less favourably and that reasonable adjustments are made for them. Wherever possible, the development needs of disabled staff will be discussed with the member of staff on a regular basis. Support time will be allocated, relevant to the needs of the disabled member of staff. The timetable will be adjusted to reflect the needs of disabled staff members. Within the constraints of financial resources, the school aims to make reasonable adjustments to the premises to enable the member of staff to teach effectively.

The School will ensure that all members of staff are fully aware of their responsibilities in respect of equal opportunities, harassment and discrimination on ground of race, religion, gender, gender reassignment, sexual orientation, disability or social background. The School will ensure that pupils are aware of Bowdon Preparatory School's attitude to equal opportunities, harassment and discrimination on grounds of race, religion, gender, gender reassignment, sexual orientation, disability or social background and the conduct expected of pupils.

Individual staff training needs shall be identified through staff appraisal and development reviews. All staff will be given an equal opportunity for, and access to, training as appropriate to enable them to perform to their full potential.

12. Complaints and Support

If anyone believes that they have been discriminated against, bullied, harassed or victimised based on a protected characteristic they should follow the Complaints Policy. All complaints will be taken seriously and responded to sensitively. Pupils may speak with a trusted adult in school; this may be a member of teaching staff, or a Phase leader. Staff should feel able to seek support from their Head of Department, Phase Leader or any member of the Senior Leadership Team.

13. Monitoring and Data

We will monitor the effectiveness of this policy by undertaking an annual review.

We will use appropriate methods of collecting, processing and evaluating data which will help us to identify any trends, identify any underrepresentation and work towards improvements. Such information may include:

- Information on race, sex, gender, age, disability, learning capacity, religion and belief, sexual orientation
- Results from any EDI staff, pupil, parent surveys
- Pay data so that we can fulfil our obligations under the Gender Pay Gap Regulations

14. Communications and Publicity

The School seeks to include people from under-represented groups in all communications and publicity. We seek to ensure that materials do not contain socially, racially, biased or stereotypical terms, information or illustrations. It is our aim to develop a proactive approach to inclusion, which may include placing adverts in less traditional outlets and establishing links with local community groups and organisations to develop EDI work.

15. Policy Dissemination, Monitoring, Evaluation and Review

All members of staff and Governors will receive a copy of this policy. A copy will be placed on the School website for parents and carers.

This policy will be reviewed, evaluated and updated as required and formally on an annual basis to assess its relevance and effectiveness. Recommendations for amendments will be reported and ratified by the Governing Body.

| Date of update | (U) Updated ® Reviewed by | How was policy updated disseminated | Parents informed | Policy on website |
|----------------|------------------------------|-------------------------------------|------------------|-------------------|
| 10/11/16 | H. Gee (U) | Teacher drive – staff briefing | No | Yes |
| Feb 2017 | Governors | | N/A | |
| March 2018 | H.Gee (R) | Teacher drive – staff briefing | Yes | Yes |
| March 2020 | (R) | Teacher drive – staff briefing | N/A | As above |

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|----------------|------------|-----------------------|------------|------------|
| April 2022 | C Delf (U) | Teams- staff briefing | no | |
| May 2022 | Governors | Reviewed | N/A | - |
| September 2024 | C Delf (R) | Teacher drive | For review | For review |
| September 2024 | Governors | Teams | Website | Yes |

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