



# Alleyne's School Policies & Procedures

## Equality, Diversity and Inclusion Policy

Name of Policy	Equality, Diversity and Inclusion Policy
ISSR	N/A
Reviewed by	SLT
Author/SLT	Gavin English Deputy Head (Pastoral)
Date of school review	September 2024
Date of next school review	July 2025

This policy applies to all staff and pupils of Alleyne's Junior School and Alleyne's Senior School. It also applies to all other categories of staff working in the school, including volunteers and governors.

### Regulatory and Legal Framework

This policy pays due regard to:

- The Equality Act (2010)
- The Education (Independent Schools Standards) Regulations (2014)
- Keeping Children Safe in Education (2024)

The Equality Act provides a framework of discrimination law which protects individuals from unfair treatment and supports the promotion of a fair and more equal society. The Act covers nine protected characteristics upon which discrimination is unlawful:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

In addition, the school recognises its duty to promote the values of equality, diversity and inclusion which reflects international human rights standards as expressed in the United Nations Convention on the Rights of the Child, the United Nations Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school has also considered the findings of the Ofsted Review of Sexual Abuse in Schools and Colleges (2021).

This policy should also be read in conjunction with other relevant school policies and procedures. These include but are not limited to:

- Admissions Policies
- Anti-bullying Policies
- PSHE Policy
- Pupils' Social and Emotional Well-being and Mental Health Policy (Senior School)
- Recruitment Policies
- Relationships & Sex Education Policy
- Safeguarding Policy
- Policies related to SEND
- Whistleblowing Policy and processes

### Definitions

**Equality/Equity:** Equality - ensuring individuals are treated fairly and given equal opportunities to access all opportunities, regardless of any protected characteristic. Equity – Providing additional support or resource to enable individuals to access all opportunities, regardless of any protected characteristic.

**Diversity:** recognising, valuing and respecting differences, to create an inclusive and enabling environment for all.

**Inclusion:** an ethos and community which enables all individuals to have a sense of belonging, to feel valued and know that they are able to contribute and add value to the school and its wider community.

### Policy Statement

A strategic objective of Alleyn's School's is to;

*"Promote respect, wellbeing and diversity in a caring community where every individual can flourish."*

Celebrating diversity and actively promoting inclusion and equality of opportunity are at the core of the school's ethos in order that pupils and staff feel valued, and to ensure everyone can thrive and meet their full potential. EDI is an integral part of each pupil's experience and includes all aspects of pastoral care, the curriculum, the co-curriculum and support systems of the school.

In addition, Alleyn's core values are:

- Respect
- Opportunity
- Curiosity
- Courage
- Kindness

(ROCK) values are instilled throughout the school, thereby enabling pupils in a rapidly evolving and changing

world to make a positive and active contribution and where all individuals are treated equally based on their attitudes, merits, and abilities.

All school policies and practices adhere to these core principles and strategic objectives. EDI will be central to the development of any new practices and policies and during the revision and updating of existing policies. Through these processes the school seeks to embed EDI throughout all aspects of school life.

EDI also applies to staff. All staff are expected to fulfil and demonstrate Alleyn's EDI values and ethos in their dealings with pupils and by showing mutual respect to one another, as well as in the organisation of the work environment, staffing procedures and structures.

### Key aims

Alleyn's School aims to:

- a) Comply with the school's equality obligations to prevent any form of discrimination based on the protected characteristics as set out by the Equality Act 2010;
- b) Challenge and act upon any form of discrimination and inequality, including bullying;
- c) Promote positive and non-stereotypical information;
- d) Be an inclusive, welcoming school which values all members of its community so that everyone feels valued and can flourish;
- e) Value everyone equally and seeks to ensure that all people have equal access to the opportunities afforded at Alleyn's as both learners and employees to promote a sense of being valued and of contributing;
- f) Create a school community which respects and fosters diversity, values difference, and embraces the view that a more diverse community has greater inherent value;
- g) Create an inclusive culture in which all individuals and groups of individuals can feel free to express who they are and what choices they make, ensuring that all members of the school community feel valued, and know that they add value;
- h) Embed inclusion in all aspects of school life, creating a community where individuals are able to see themselves reflected and so feel a sense of belonging;
- i) Promote a partnership between parents and the local and wider community which fosters respect, and values the contribution of others to the school's understanding of equality and diversity;

### Key Attitudes

Alleyn's School:

- a) Acknowledges that people learn and work differently, differences are celebrated strengths valued and recognised and reasonable adjustments are accommodated;
- b) Supports individuals to overcome any barriers faced either as a learner or an employee, so that they might flourish;
- c) Promotes the vital importance of positive and kind relationships between pupils as well as respectful working relationships between pupils and staff, and between staff;
- d) Educates pupils to not be bystanders and to take a shared responsibility for the schools' culture based on its values of respect, opportunity, curiosity, courage, and kindness thus maintaining the school's commitment to equality, diversity, and inclusion;
- e) Educates pupils about the world in which they live, preparing them for life in a diverse society where they look forward and outward, value others and the see the value that diversity brings and make a positive contribution;
- f) Draws upon on a wide and diverse range of resources, experiences and opinions to enable pupils to attain excellent academic and personal development;
- g) Treats bullying, including discriminatory bullying, as a serious disciplinary matter, and at times a safeguarding concern;

- h) Has systems for reporting any prejudice-based and discriminatory bullying in the workplace for employees and through the pastoral systems for pupils;
- i) Recognises the critical importance of supporting all learners to access the curriculum and co-curriculum;
- j) Monitors and supports the development of those pupils with a special educational need or disability to ensure they can benefit from everything an Alleyn's education has to offer;
- k) Is aware of the potential challenges for bursary pupils and takes steps to provide reasonable financial support in addition to fees (eg BYOD, school trips) to ensure such pupils are not disadvantaged and to enable them to access everything an Alleyn's education has to offer;
- l) Ensures that policies and procedures support the work of all employees, and potential employees, including in recruitment and promotion, and in continuing professional development and general working conditions.

### Promoting equality, diversity and inclusion

To achieve these aims and foster these attitudes Alleyn's School will:

- a) Involve, where reasonably practicable, a diverse range of members of the school community in the development, review and evaluation of all relevant plans, policies and procedures;
- b) Monitor and report on matters related to EDI to the Governing Board and to staff and pupils in various contexts;
- c) Ensure the school curriculum includes EDI, by utilising time in but not exclusively in RSE, PSHE (Called PSHE), ALP and Enrichment;
- d) Ensure that the academic curriculum and resources within the school promote EDI and educate against stereotypical attitudes or images and prejudice;
- e) Ensure that co-curricular leaders and the co-curriculum recognises and supports the important work of EDI within the school;
- f) Promote awareness of and celebrate EDI in a number of contexts, including but not exclusively, through assemblies, House meetings and other events;
- g) Prevent potential barriers to learning by providing for pupils' needs appropriately including any learning support needs and/or disabilities a pupil may have;
- h) Analyse examination results to monitor any potential disadvantage amongst pupils or groups of pupils;
- i) Challenge bystanding and promote the need for every individual to contribute positively to the school's values driven culture referencing the importance this plays in matters of EDI;
- j) Encourage reporting of issues of concern by pupils and staff on matters of EDI;
- k) Maintain an active log of any incident of prejudice-based or discriminatory bullying, overseen by senior staff;
- l) Monitor the progress and engagement of pupils who are representative of protected characteristic groups and those who receive fee assistance, taking action to address any issues which involve inclusivity or equality;
- m) Deal consistently and decisively with any failure to uphold the school's expectations on EDI by pupils or staff;
- n) Monitor matters of EDI in the recruitment of pupils and the work of the admissions department;
- o) Monitor recruitment and retention of staff including through the work of the Employment Consultative Committee and the HR department (the school welcomes applications from all applicants who meet the requirements for any staff position; however, the school is especially keen to receive applications from those in minority groups for which the School is currently underrepresented);
- p) Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and prevent discrimination;

### Leadership

Governors and senior leaders take the following steps to ensure good practice within the school and to promote the effective embedding of EDI in all aspects of the school's work.

- a) Take responsibility for the implementation and promotion of the policy, ensuring the awareness of pupils, staff and parents about the requirements and expectations around all EDI matters;
- b) Show visible leadership in the area of EDI, enabling the community's understanding of the importance that the school places upon all pertaining matters, this includes the allocation of a Governor to a position of 'EDI Link Governor';
- c) Provide appropriate training for staff and pupils, and communication with parents around the school's work on EDI;
- d) Include awareness of matters relating to EDI and its implementation in staff appraisal systems;
- e) Offer opportunities for Student Voice to express the pupils' experience of EDI at the School and to contribute positively to the school's practice of EDI;
- f) Monitor the effectiveness of EDI work in the School specifically in admissions and staff recruitment and retention, including an annual audit of the gender pay gap;
- g) Assign responsibility for implementation of the policy to a specific member of SLT who will work alongside the HR department, to report on a strategic plan for EDI in the School that includes input from various stakeholders;
- h) Monitor the experience of rewards and sanctions through regular auditing by Heads of Section and the Deputy Head Pastoral;
- i) Review the effectiveness of the policy annually and suggest, along with relevant colleagues, additions and changes to the policy each year.

### EDI and pupils

Topics related to EDI are introduced to pupils in relevant and age-appropriate ways throughout their time at the school, including during their application process.

The school presents pupils with numerous opportunities to engage with matters relating to EDI including:

- a) Through their work in the curriculum and the co-curriculum pupils learn the value of understanding others and the benefit diversity brings to communities and to their personal experience and development;
- b) Understanding (through clear communication and modelling from staff) the behavioural expectations about the treatment of others, respecting all members of the school community and upholding the core values of the School (ROCCCK);
- c) Opportunities for self-reflection through the pastoral work done through tutors, Heads of House and others, which lies alongside the formal opportunities provided in the curriculum and co-curriculum;
- d) Learning about discrimination, relationships, forms of abuse and prejudiced-based bullying and discrimination through the PSHE and RSE programme;
- e) Leadership opportunities for pupils which involve modelling the school's EDI values and the delivery of crucial messages around its importance;
- f) Student Voice: this includes membership of societies such as the Minority Students Union, the LGBTQ+ Society, the Learning Council (and others) or through membership of the Sectional and Whole-school Council, attended by the Head and members of SLT. All pupils also have scheduled opportunities over the course of the year with the Deputy Head Pastoral to share their school experience and EDI matters are raised as a standing item;
- g) Opportunities for pupils and staff to reflect on and share their lived experience at Alleyn's, and outside of school, to enable understanding and appreciation of the importance of EDI;
- h) Opportunities to appreciate the importance of EDI, how it impacts the school and wider community and the important part that pupils have to play in upholding the school's commitment to equality, diversity and inclusion in the culture they contribute to, through the programme of assemblies, led by the Chaplain, a range of staff including SLT and pupils.

### Record keeping

All records created in accordance with this policy are managed in accordance with the Alleyn's policies on the

storage of data and records.

The records created in accordance with this policy may contain personal data. Alleyn's School has privacy notices which explain how personal data about pupils, staff and parents will be used. The privacy notices are published on the school's website. In addition, staff must ensure that they follow the school's data protection policies and procedures when handling personal data created according to this policy.

This includes the School's Data Protection Policy for Staff, Governors and Volunteers and Information Security and Sharing Data guidance which are both contained in the Data Protection and Information Security handbook.