



## KEW COLLEGE PREP

### Equal Opportunities including Diversity & Inclusion Policy

This policy is published on the Kew College Prep website and is also available to parents from the school office upon request.

The policy is written with due regard to the following:

***The Equality Act 2010***

***The Children and Families Act 2014***

***DfE guidance on political impartiality in schools***

See also the school's policies as follows:

***Accessibility Plan (SENDA), Admissions Policy, Anti-Bullying Policy, Anti-Cyber Bullying Policy, English as an Additional Language (EAL) Policy, Complaints Procedure, Curriculum Policy, Implementing Prevent Policy, Pastoral Care Policy, PSHE and Citizenship Policy, Recruitment and Selection Policy, Safeguarding and Child Protection Policy, Special Educational Needs including Children with Learning Difficulties and/or Disabilities Policy, Relationships and Sex Education Policy, Staff Code of Conduct, Staff Disciplinary, Grievance within the Staff Guide to School Procedures, Whistleblowing Policy***

#### **Definitions or abbreviations used in this policy**

**EDI:** Equality, Diversity & Inclusion

**Protected Characteristics:** age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief or sexual orientation

**The School:** Kew College Prep. The term 'The School' includes the whole School and its staff, pupils, parents, governors and regular visitors at Kew College Prep.

#### **1. Introduction**

The school is committed to the need to eliminate unlawful discrimination and also the need to promote equality, diversity and inclusion for pupils, staff and others using School facilities.

The school is committed to giving all pupils every opportunity to achieve the highest standards by: -

- taking account of their varied experiences and needs
- offering a broad and balanced curriculum
- having high expectations of all pupils

We recognise the value of diverse environments and strive to promote a culture in which all members of the school are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics. We are committed to an ethos and culture of inclusion for all members of the community in the school irrespective of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil

partnership, pregnancy and maternity. Also known as the protected characteristics under the Equality Act 2010.

We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development.

We educate pupils who flourish in the welcoming, caring, diverse and inclusive environment we provide. Treating every pupil as an individual is important to us.

## 2. The concepts of equality, diversity and inclusion

**Equality** of opportunity is at the heart of all that we do.

**Diversity** of thought, opinion, perspective, individual experience, skill sets, personalities and competencies enable us to think about different belief systems, languages, cultural backgrounds and upbringings.

**Inclusion** of all as individuals, where we are all able to feel that we belong, because our value is based on the British Value of mutual respect. Inclusion in our community creates a collaborative, supportive, and respectful environment that increases the participation and contribution of us all.

All our policies and practices are fully inclusive and supportive of a welcoming culture for all communities; this is evidenced in our practices and procedures.

The school shall not unlawfully discriminate against anyone, whether pupil, parent, staff or visitor either directly or indirectly on any unlawful ground including those with Protected Characteristics as set out in the Equalities Act 2010.

The school promotes the principles of fairness and justice for all through the education that it provides in the school.

The school ensures that recruitment, employment, promotion and development opportunities are open to all and that selection is based on ability and merit.

The school challenges personal prejudice and stereotypical views whenever they occur. The school is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the school aims to promote positive social attitudes and respect for all.

The school values each pupil's worth, celebrating individuality and the cultural diversity of the School community. Respect is shown for everyone.

The school and its staff strive to be proactive in tackling prejudice and unlawful discrimination.

Kew College Prep recognises the values of equality, diversity and inclusion and aims to make available to all pupils an educational experience that is rich, humane, robust and necessarily

differentiated so that all members of the School enjoy a sense of belonging, community, and value.

- The school teaches the pupils to be independent thinkers so that they can distinguish right from wrong, understand and respect systems of rules and laws and accept responsibility for their own behaviour including towards others.
- An important part of our pupils' education is their social development and collaboration. We aim for our pupils to be socially aware and so be able to work effectively with others, including to solve problems and achieve common goals.
- We want our pupils to be curious and also to respect and value diversity within society, show respect for and appreciation of their own and other cultures and demonstrate sensitivity and tolerance to those from different traditions and backgrounds.
- We make it clear that, and ensure, that all discriminatory words, behaviour, and images are unacceptable.
- We are clear that racism has no place in our society and therefore our School. We help pupils to understand facts about this and the law.
- We oppose all bullying and unlawful discrimination on the basis of any of the protected characteristics. See separate ***Anti-Bullying Policy***.
- We take reasonable steps to avoid putting disabled people at a substantial disadvantage (the 'reasonable adjustments' duty).
- We endeavour to remove barriers for pupils or colleagues where these exist.

We have Fundamental British Values at the heart of our ethos at Kew College Prep. All Schools are required to actively promote the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

## 5 Equal Opportunities in Recruitment

Recruitment and selection procedures and practices are reviewed regularly to ensure that no group is put at a disadvantage either directly or indirectly.

In accordance with the spirit of this policy statement, employees are given an equal opportunity to progress within the organisation.

The aim of this policy is to ensure that no job applicant or employee is discriminated against either directly or indirectly on any unlawful ground.

## 6. Equal Opportunities in the Curriculum

Every pupil has an equal entitlement to the Curriculum and, subject to entry requirements, to all other areas of the curriculum, regardless of any Protected Characteristic.

Pupils should have equal access to the curriculum regardless of academic ability.

Behavioural expectations and disciplinary sanctions will be free of any bias relating to a Protected Characteristic.

Teachers will assess all materials and resources used for teaching and take appropriate action whenever possible to ensure that they promote diversity and reflect concepts, themes and information which seeks to eliminate prejudice, racism and discrimination. Teachers should try to ensure that all pupils feel that their language and culture is both acknowledged and valued.

## **7. Race / Ethnicity**

The school will:

- strive to eliminate all forms of racism and racial discrimination
- promote equality of opportunity
- promote good relations between people of different racial and ethnic groups

The school will not tolerate any form of racism or racist behaviour. Should an allegation of racist behaviour occur, it will be dealt with in accordance with School procedures.

The school endeavours to be welcoming to all minority groups. The celebration and understanding of cultural diversity is promoted through the topics studied by the pupils and is reflected in displays, resources, events and assemblies.

Cultural diversity and respect for others are celebrated and reflected across the whole curriculum.

The school will give pupils the understanding they need to recognise prejudice and reject racial discrimination.

## **8. Gender/Sex**

The school will regularly examine its curriculum, procedures and materials for gender bias or inequality.

The school will encourage pupils to be aware of the sexual stereotypes presented by, for example, the media or social media and the school will educate them to challenge these stereotypes.

The school is committed to providing a curriculum which avoids unnecessary historical gender divisions. All pupils will be given the opportunity to pursue roles in performances that need not be filled according to gender, and experience subjects traditionally considered to be suitable for a single sex e.g. rugby, netball, etc.

The school tries to ensure:

- That teachers allocate their time fairly between the sexes
- That the traditional sexual stereotypes are broken down, for example by not asking boys to move furniture whilst girls tidy up
- That pupils have opportunities for examining their own pre-conceived ideas of gender roles

- That boys and girls are given equal opportunity to participate in all sports. It is recognised that there are times when fixtures require single sex teams to play matches, in which case equal opportunities to participate in comparable sporting activities is offered and sporting activities are resourced fairly.

## 9. Positive Action

*Under the Equality Act, section 158, single sex classes may be justified on the grounds of 'positive action' if the school reasonably thinks that:*

- *girls or boys suffer a disadvantage connected to their sex;*
- *girls or boys have needs that are different from the needs of the other sex;*
- *participation in an activity by girls or boys is disproportionately low.*

At Kew College Prep, some elements of our Sex and Relationship Education, particularly in Year 5 and 6, may take place in single sex classes as may some other elements of our PSHE programme if we feel it is appropriate.

## 10. Disability

The school is committed to meeting the needs of pupils or employees with disabilities, as it is to meet the needs of all within the school. All reasonable steps will be taken to ensure that disabled pupils are not placed at any disadvantage compared to non-disabled children. The legislation states that people with disabilities may be treated more favourably and this requirement should be considered.

The school is committed to providing an environment that allows disabled pupils full access to all areas of learning or associated services provided for, or offered to, pupils at the school, including educational visits and other off-site activities e.g. swimming.

Teachers will modify teaching and learning as appropriate and where possible for pupils with disabilities. For example, they may give additional time to complete certain activities or modify teaching materials or offer alternative activities where pupils are unable to manipulate tools or equipment.

## 11. Religion / Belief

The school respects the religious beliefs and practices of all staff, pupils, parents and visitors and will comply with all reasonable requests relating to religious observance and practice. This includes respect for lack of religion or belief, as in humanism and atheism.

## 12. Age

The school will put procedures in place to ensure that no employee is denied a job, an equal chance of training or promotion or suffers from harassment or victimisation because of their age.

Pupils will be educated in the year group that corresponds with their national curriculum year given their date of birth. In rare instances a pupil may repeat a year, for example, if severe illness has led to a significant loss of access to the curriculum or if they have moved from a different education system.

### **13. Promotion of Diversity, Equality and Inclusion within the Curriculum and School Community**

Since 2022, there has been an active School Equality, Diversity and Inclusion (EDI) Committee, set up by the EDI Lead to include members of school staff and parents, existing to discuss and monitor the observance of these key aspects within the School community, giving a point of contact for any pupils wishing to raise concerns or questions, and overseeing School initiatives and events promoting the value of diversity, equality and inclusion.

There is also an EDI pupil group made up of pupils from Junior House. The pupil group looks to discuss and promote relevant issues among the student body, presenting content in assemblies, and liaising with the EDI Committee.

Equality and Diversity are included as key topics in the School's PSHE curriculum. Feedback is sought from the EDI Committee and Working Groups to ensure the suitability and effectiveness of this material. Initiatives such as International Women's Day, Black History Month are also observed.

### **14. Monitoring the Success of the Diversity, Equality and Inclusion Aims**

The policy will be monitored via a range of methods:

- The information gathered across various areas of the school curriculum will be examined and suggestions for improvements made.
- Meetings of the EDI pupil group and actioning reasonable requests
- Meetings of the EDI parent and staff group which will include asking how we are perceived to be succeeding regarding EDI.
- Governors reading the policies and asking for clarity/amendments.
- Asking for staff feedback on EDI CPD and visitors' input.
- Asking for pupils' feedback on workshops and visitors' input relevant to EDI areas.

### **15. Complaints Procedures**

The school has a robust and transparent Complaints Procedure and Staff Guide to School Procedures which includes the Staff Grievance and Whistleblowing Policies. If a complaint is made regarding equality, diversity or inclusion, the complaints process will be fairly and systematically applied. Access to the Complaints Procedure can be found on the school website.

### **16. The role of governors**

In this policy statement the governing body has set out its commitment to equal opportunities including diversity and inclusion, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

As part of their strategic role in the school, the governing body through close questioning of the management will ensure that no-one is unlawfully discriminated against whilst in the School, either directly or indirectly on any unlawful ground.

**17. The role of the Head**

The Head will ensure that the school's policy on equal opportunities, including diversity and inclusion is implemented and is supported by the governing body in so doing.

The Head will ensure that all staff are aware of the school policy on equal opportunities, including diversity and inclusion and that teachers apply these guidelines fairly in all situations.

The Head will ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.

The Head will promote the principles of equal opportunity, including diversity and inclusion when developing the curriculum and in providing opportunities for training.

The Head will promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.

The Head will view all incidents of unfair treatment with due concern.

**18 The role of teachers**

Class teachers will recognise their own prejudices and ensure that all pupils are treated fairly and with respect. The school will not knowingly discriminate against any child/young person, parent or visitor and will actively seek to identify and remove indirect discrimination. Ignorance of what constitutes discrimination is not a defence against an allegation.

When selecting classroom materials, teachers will strive to provide resources which give positive images, and which challenge stereotypical images of minority groups and genders.

When designing schemes of work, teachers will pay cognisance to the equal opportunities including diversity and inclusion policy, both in the choice of topics to study and in how to approach sensitive issues.

All teachers and support staff will challenge any incidents of prejudice or discrimination and draw them to the attention of the Head.

**19 The role of pupils**

Pupils will be made aware of this policy during PSHE lessons and assemblies and draw any incidents of prejudice or discrimination to the attention of the class teacher and/or Head.

**20 The role of parents**

Parents will be made aware of this policy, which is included on the school website and draw any incidents of prejudice or discrimination to the attention of the class teacher or Head.

**21 The role of visitors / contractors**

All visitors and contractors are required to adhere to this school policy.

<b>Reviewed by:</b> The Full Governing body  Date: 7 Feb 2023	<b>Approved by:</b> Title: Head  Date: 6 Sep 2024	<b>Updated by:</b> Title: DSL  Date: 11 Aug 2025
--	--	---

This policy will be reviewed by the governing body every 3 years or earlier if it is considered necessary.