



<b>Policy Title:</b>	EQUALITY, DIVERSITY AND INCLUSION POLICY	
<b>Author:</b>	The Head	
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Duke of Kent School is a school and community that welcomes and recognizes people from every group in society. We believe that a culturally rich and diverse population benefits all and so, celebrate difference. We appreciate others' thoughts, successes, beliefs and ambitions, in a spirit of inclusivity and tolerance.

### **Introduction**

This policy applies equally to current and prospective members of the School community, including parents.

The School is committed to a zero-tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the Equality Act 2010. The protected characteristics are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex and sexual orientation.

The School is committed to promoting and developing inclusion and equality of opportunity in all its functions and will seek to do this by:

- (a) Communicating its commitment to equality, diversity and inclusivity to all members of its community.
- (b) Ensuring all staff and pupils are aware of the aims of this policy. Each member of the School community is responsible for being alert to and challenging discrimination; embracing diversity; respecting different faiths and beliefs; and upholding equality of opportunity for all.
- (c) Demonstrating our zero-tolerance approach to discrimination by taking all allegations seriously.

### **Legal Framework**

Discrimination can take the following forms including:

- (a) Direct Discrimination - This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected characteristic.
- (b) Indirect Discrimination - This occurs by applying a provision, criterion or practice, which

disadvantages people on the grounds of a protected characteristic, and which cannot be justified as a proportionate means of achieving a legitimate aim.

- (c) Victimisation - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
- (d) Harassment – This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.
- (e) Disability Discrimination - This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

## **Aims and objectives**

Through the implementation of this policy, and other school policies, in practice we aim to:

- (a) Communicate the School's commitment to the promotion of equal opportunities.
- (b) Foster self-esteem and respect for each person as an individual, and create a positive and inclusive atmosphere where there is a shared commitment to respect diversity and difference, challenge and prevent discrimination and encourage good relations between people so that everyone can feel valued within the School.
- (c) Prepare pupils to be good citizens, living and working in a diverse and multi-cultural society and to take up the responsibility of participation, and to treat all others as we would wish to be treated.
- (d) Prevent and tackle the use of discriminatory or derogatory language and behaviour, and challenge extremist ideas, as part of the school's duty to protect individuals from being radicalised or drawn into terrorism.
- (e) Take reasonable steps to avoid putting disabled individuals at a disadvantage in accordance with the School's disability and reasonable adjustments policy.
- (f) Ensure, as far as is reasonably practical, that there is no unlawful discrimination against any person on any of the grounds listed above.
- (g) Ensure, as far as is reasonably practical, that genuine equality of opportunity is inherent in the education the School offers. The School should clearly demonstrate the unacceptability of attitudes, incidents, taunts or remarks that intimidate, devalue another's view or opinion, or undermine another's self-esteem.
- (h) Provide and promote positive information about the diversity of UK society.
- (i) Actively challenge discrimination and ensure that all members of the School community learn from these experiences and are confident in challenging or reporting discriminatory behaviour where it occurs.
- (j) Embed inclusivity through all our activities.

### **To achieve these aims we will:**

- (a) Treat every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. The School accepts applications from, and admits, pupils irrespective of any protected characteristic.
- (b) Consult with, where reasonably practicable, all members of the School community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures.
- (c) Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst the pupil body.
- (d) Help to overcome any potential barriers to learning and/or socialisation by providing for pupils' diverse needs and learning styles, including any learning support needs and/or disabilities a pupil may have, including English as an Additional Language, in line with the School's SEN/EAL policy.
- (e) Ensure, as far as is reasonably practical, the wider school curriculum, including PSHE and RSE recognises diversity and promotes equality, in line with the School's PSHE Schemes of work and Relationships and Sex Education policy.
- (f) Operate a clear zero-tolerance approach towards abusive or discriminatory behaviour.
- (g) Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination.
- (h) Publish and share School policies to the whole School community.

### **Responsibilities**

It is the responsibility of all Staff to:

- (a) Lead by example and model inclusive behaviour at all times.
- (b) Actively challenge any forms of discrimination, victimization, harassment or bullying.
- (c) Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture.
- (d) Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

It is the responsibility of the Leadership team to:

- (a) Ensure effective implementation of this policy and its procedures.
- (b) Ensure that all staff are sufficiently trained in and aware of equality and diversity.
- (c) Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors.
- (d) Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment and ensure that pupils and staff know how to report incidents.
- (e) Ensure, as far as is reasonably practical, that all visitors and contractors are aware of, and

comply with this policy.

## **Religious Beliefs**

Although the School's religious ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from all faiths or of none. The governing body, through the Leadership team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## **Concerns and/or complaints**

The School will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to their Head of Section, or their parents may use the School's pupil complaints procedure to seek remedy to such matters. Any concerns about the Head of Section should be addressed to the Deputy Head. Any concerns about the Deputy Head should be addressed to the Head. Any concerns about the Head should be addressed to the Chair of Governors.

Any pupil who harasses another pupil on the grounds of any protected characteristic (see Introduction) will be subject to the School's disciplinary measures in accordance with the School's Behaviour Policy.

Any Duke of Kent School staff member who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to the Deputy Head or Head if it concerns the Deputy Head. If parents feel this policy has been breached, they should raise their concern or complaint through the School's Complaints Policy which is available on the School website or can be available upon request.

## **Monitoring and Review**

This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.

This policy can be read in conjunction with other policies within the School's employment manual such as Equal Opportunities policy.

## **Key Responsibilities**

Many of the key responsibilities are spread around the pastoral team. Various days, initiatives, events and activities are run by staff mentioned below or the wider staff as well.

### Head of Senior School

Overseeing the Inclusion Calendar (religious and cultural festivals, Black History Month, PRIDE) and ensuring these are promoted in assemblies and around the school by appropriate staff.

### Wellbeing Manager

To manage and liaise with relevant groups of pupils (LGBTQ+ etc.) and promote their causes.

Supporting students who are gender non-conforming.

Assist with restorative work following incidents with an EDI dimension.

## Deputy Head

Liaise with the Head of PSHE to ensure EDI issues are up to date in schemes of work.

Be the first port of call for students to report EDI incidents.

Liaise with HoDs and Head of PSHE to promote the development of a diverse academic curriculum and schemes of work.

To support or guide staff with EDI matters in classroom and leading training where required.