



HEADINGTON RYE

EDI Policy

**Senior and Prep School
(including EYFS)**

Reviewed by:	Head of Prep and DH Academic
Date of last Review	August 2022
Next Review Date:	In line with legislative updates

Introduction

Headington Rye Oxford recognises that we do not live in an equal society. Many people face prejudice and discrimination every day – whether overt or subtle, deliberate or inadvertent – because of their race, faith, gender, sexuality, age or other aspects of their background or identity.

Education is the most powerful and reliable route to enduring change, and as a School, we have the duty and the opportunity to support all our pupils to enjoy and contribute to an open and inclusive school community for the benefit of all, but to grow into future citizens who will help to shape a better world.

Purpose

This is a whole school policy for both the Prep School and Senior School. Headington Rye Oxford aims to promote inclusion, and challenge all forms of discrimination and bias. We believe that without this commitment, barriers to achievement, growth, understanding and wellbeing will remain. The principles of equality and inclusion are integral to the School's vision and values. We encourage, challenge and value every individual, promoting honesty, openness, and understanding. We recognise that our diverse school community is our core strength and therefore the promotion and defence of the principles of equality, diversity and inclusion must be given due regard in decisions relating to a wide range of School policy and practice, including but not limited to:

- admissions
- behaviour
- curriculum
- enrichment and co-curricular provision
- outreach and community partnerships
- pupil progress
- personal development
- pastoral care
- partnerships with parents
- professional development
- recruitment
- teaching and learning
- visiting speakers

The HRO Equality, Diversity and Inclusion policy is integral to the School's educational vision of providing an environment in which all pupils feel at home, thrive, and realise their potential; it fosters a community where individuals grow as valued and valuable young people of the future, confidently taking their place in an interdependent, globalised world. Every pupil should be encouraged to develop a sense of personal and cultural identity that is confident and courageous, and at the same time respectful of other identities. It is informed by and reflects current legislation, government and other relevant institutional guidance, practice and commitments, and should be read in conjunction with existing HRO policy and related documents:

- Admissions Policy
- Behaviour, Rewards and Sanctions Policy
- Anti-Bullying Policy
- Complaints Policy
- Curriculum Policy
- Employment Policy
- Equal Opportunities Policy
- Menopause Policy

- PSHE/RSE Policy
- Safeguarding Policy
- SEN Policy
- Staff Code of Conduct
- Staff Anti-Harassment and Bullying Policy
- Visiting Speaker Policy
- Whistleblowing Policy

Communication

The School commits to promoting inclusion and equality of opportunity in all areas of school by publicising these aims to all members of the School community through the School website in order that staff, pupils and parents alike are aware of both its aims and the mechanisms that enable its implementation.

Scope

This policy applies to current and prospective members of the HRO Prep and Senior School communities (staff, pupils, parents, governing body and visiting speakers).

Through this policy the School reaffirms its commitment to promoting inclusion and tackling all forms of discrimination, however 'low level', in all areas of school life. Discrimination, as outlined below, can take many forms, but is broadly understood as the 'less favourable treatment of an individual, or group of individuals', on the grounds of any of the nine protected characteristics covered by the 2010 Equality Act:

- [age](#)
- [disability](#)
- [gender reassignment](#)
- [marriage and civil partnership](#)
- [pregnancy and maternity](#)
- [race](#)
- [religion or belief](#)
- [sex](#)
- [sexual orientation](#)

Discrimination

The School is committed to fighting discrimination and reducing bias. Discrimination can take many forms:

- *Direct discrimination* – treating a person is treated less favourably than others because of their own (or a family member's) actual or perceived protected characteristic.
- *Indirect discrimination* – 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.
- *Victimisation* – treating an individual who has exercised their rights under equality legislation (or has indicated that they intend to do so) 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.
- *Harassment* – 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.
- *Disability discrimination* – 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.

- *Discrimination by association* – includes treating a person less favourably because they are linked or associated with a protected characteristic.

Inclusion

The School is committed to fostering an inclusive environment for all. No pupil or staff member should be made to feel undervalued, underconfident or uncomfortable on the grounds of difference. These differences may relate to their background, a special educational need or neurodiversity, a disability, sex, sexual orientation, gender identification or reassignment, or religious affiliation - or a combination of two or more characteristics. All members of the School community should be valued and given the same opportunities to contribute fully to the life of the School. Pupils with a disability and/or learning difficulty will be supported, as appropriate, to achieve their potential in line with the School's SEN policy.

School Environment

The School will ensure that the physical environment of the School reflects the diversity of the individuals who work and study in it.

- We do this by dedicating display areas in classrooms and corridors where staff, pupils and groups of pupils can celebrate, raise awareness or publicise aspects of our diverse community.
- While the School is not legally required to make alterations to its physical environment as part of the 'reasonable adjustments' duty, it seeks to ensure that its premises and facilities, particularly new buildings, are accessible, and to take reasonable and proportionate steps to alleviate any substantial disadvantage caused to pupils or staff with disabilities.
- We operate a dress code (including a hair code) that is respectful of diversity and inclusion.

Aims

This policy underpins the School's vision and values by seeking to:

- Comply with the School's equality obligations in accordance with the Equality Act 2010 and challenge unlawful discrimination on the grounds of any of the protected characteristics detailed in the 2010 Equality Act, wherever it may occur within the School community.
- Promote equality of opportunity for all members of the School community
- Promote positive information about the many forms of diversity in society
- Educate pupils in a diverse and inclusive environment through the curriculum, tutor times, assemblies, PSHE/RSE programme and external speakers to promote understanding and appreciation of diverse cultures, experiences and identities
- Provide a secure environment in which all our children can thrive and achieve all of the outcomes of The Children Act (2004) and Keeping Children Safe in Education (2021)
- Engage with and value the contribution of our families to deepening our understanding of equality, diversity and inclusion
- Actively challenge discrimination and ensure that all members of the School community learn from these experiences
- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- Challenge any discriminatory behaviour by pupils, staff, parents and visitors that undermines any individual on the grounds listed above
- Ensure that all staff are aware of their responsibilities promote equality, diversity and inclusion and are given appropriate training and support

- To promote, not undermine, fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for those with different faiths, backgrounds and beliefs
- Make reasonable adjustments on a case by case basis for staff or pupils who request to be known as gender neutral, gender fluid, who are undergoing gender reassignment, or who are transgender
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices on a regular basis

Processes

To achieve these aims the School has set up a network of Pupil Diversity Champions in each Senior year group, and Years 5-6 in the Prep School, who are conduits for pupil voice, and who are committed to fostering an inclusive, well-informed environment for all. A Diversity Prefect role has been established and a volunteer group of Staff Ambassadors exists in parallel to support both staff and students, and promote awareness of pupil voice within the community and ensuring the involvement of senior leadership. To do so the School will:

- Ensure that all members of the Prep and Senior School communities are aware of the expectations and responsibilities with respect to equality, diversity and inclusion that attach to them (see Responsibilities below)
- Engage with views and voices in the development, review, evaluation, and impact assessment of all relevant plans, policies and procedures as arising through (but not limited to) the pupil Diversity Champion network and the Staff Diversity Ambassador group, as well as
- Publish and share school policies to the whole School community ¹
- Collect and analyse data (such as admissions, progress and recruitment data and public examination results) to monitor any potential disadvantage amongst the pupil body
- Review on an annual basis how the wider school curriculum reflects equality and diversity
- Operate a policy of supportive challenge towards discriminatory behaviour, creating opportunities for reflection and learning

Responsibilities

Headmistresses, SMT (Prep), SLT (Senior), Governing Body

The Headmistresses, the senior leadership teams and the Governing Body are responsible for ensuring that the School implements and promotes this policy and complies with its duties in respect of existing equalities legislation. The Governing body will be involved where serious breaches occur.

It is the responsibility of every member of the School community to embrace diversity, promote inclusion, and challenge discrimination in all its forms (see p. 3 above).

It is the responsibility of the SMG/SLT to:

- Ensure that all staff model inclusive behaviour and practice
- Ensure that all staff are sufficiently aware and appropriately trained within equality & diversity
- Ensure that the School complies with its equality obligations
- Ensure that School policies and procedures are monitored in light of this policy and the School's wider equality obligations

¹ For processes specific to Headington Rye Oxford Prep, see Appendices I-VI

- Have procedures in place to deal effectively with any reported incidents of discrimination, victimization or harassment
- Ensure that all visiting speakers are aware of, and comply with this policy.
- Deal with serious breaches of this policy (see **Concerns, Complaints and Procedures**).

All Staff

As with safeguarding, EDI is the responsibility of all staff. Staff must:

- Contribute to and foster an inclusive learning and working environment
- Actively challenge all examples of discrimination, victimisation, harassment or bullying, however casual they may seem, and irrespective of intent, seeking to develop learning points from them.
- Promote a positive and inclusive curriculum, identify and challenge bias and stereotyping within the curriculum
- Make reasonable adjustments to accommodate the individual learning and other needs of their pupils, colleagues and visitors
- Make reasonable adjustments for pupils or colleagues who wish to be known as gender neutral, gender fluid, those undergoing gender reassignment, or those who are transgender.
- Commit to broadening their own knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from relevant sources or seeking guidance from colleagues
- Model inclusive behaviour and be open to reflect on any personal biases they may have.

All Pupils

In line with the School's high expectations of pupil behaviour, it is the responsibility of all pupils to:

- Positively foster an inclusive and respectful environment, both inside and outside the classroom
- Reflect on discriminatory behaviour and attitudes, questioning and challenging them as they occur, whether in the behaviour of others or in the curriculum.
- Report any examples of discriminatory behaviour to their form tutor, Head of Year, Head of Section or any of the Diversity Ambassadors.
- Be open to challenge and be willing to learn
- Support School events, initiatives and learning opportunities to promote equality, diversity and inclusion.

Breaches

All breaches of the policy will be recorded, followed up using the appropriate procedures. The School will listen supportively to all members of its community who believe that they have experienced discrimination and/or have been subject to harassment:

Concerns, Complaints, and Procedures

- Pupils who believe they have been subject to discriminatory behaviour are encouraged to report any such incidents or experiences to their Pastoral teams, or approach their Diversity Champions or Staff Diversity Ambassadors. The Pastoral teams will keep appropriate records in the EDI log.

- Any pupil who harasses another pupil on the grounds of any protected characteristic will be subject to the School's disciplinary measures in accordance with the Anti-Bullying policy and/or the School's Behaviour Policy.
- While all incidents of discriminatory behaviour are taken extremely seriously, we aim to enable pupils to learn from their mistakes by encouraging reflective empathy. Errors of judgement as opposed to malicious behaviour will, where appropriate, be dealt with promptly and informally, but in all cases logged.
- Any staff member who feels that they have been discriminated against should follow the usual procedures for raising a concern: in the first instance they should raise the concern with the individual concerned, if they feel able to, or raise it with their line manager, an SMG or SLT member, or directly with HR.
- Any member of staff who is found to have breached this policy will be subject to the Staff Code of Conduct, and will be reported to HR.
- All members of staff are personally liable for any discriminatory behaviour during their employment at the School.
- If parents or visitors 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 made available upon request.

Staff Recruitment

The School is an Equal Opportunity employer, which seeks to recruit staff on the strength of their suitability for each post advertised.

- The School seeks to increase the diversity of its staff body and increase representation of underrepresented groups.
- The School recognises the value of diverse role models for pupils, and the organisational benefit a diverse staff body brings.
- The School will monitor its recruitment, and explore initiatives to broaden its applicant base.

Training and Development

The School seeks to ensure that all members of staff have equal access to training and Professional Development in order to thrive.

The school will endeavour to:

- develop and extend the skills and knowledge of all its employees irrespective of background
- encourage and support its employees to take responsibility for their own learning and development through the School CPD provision.

Admissions

The School treats 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.

Parents must inform the School when completing the registration form of any special circumstances affecting their child (such as learning support needs) which may affect the child's ability to fully participate in the education provided by the School. The School will not offer a place to a child if, after reasonable adjustments have been considered, the School cannot adequately cater for and/or meet their needs.

The School will monitor the admission and progress of pupils from different backgrounds.

Community Links

HRO not only seeks to foster a sense of community among and between pupils and staff, our parent body and alumnae, but also cherishes its position within the wider community. The School has an active Outreach and Community Service Programme, forging links with local primary schools, involving both staff and student volunteers.

Monitoring and Review

The policy document will be monitored regularly to assess its effectiveness in fighting discrimination and challenging bias.

This policy will be reviewed on an annual basis, or more frequently should circumstances, or national guidance or policy changes arise that require a policy review, to ensure its aims are carried out in accordance with the School's equality obligations.

The School will ensure that its website carries the most up-to-date version.

Copies of the policy are available on request, be provided in accessible formats.

Prep School Appendices:

Appendix I Self-reflection

Spend time considering the following questions. They might help us to identify if we have any blind spots or biases?

How important is it to me to be an inclusive, anti-racist educator? What difference could that make to children and families?

- What do I already do in my life to celebrate diversity and challenge racism and other forms of prejudice?
- When in my life have I personally experienced prejudice or discrimination? How did I feel and what effect did it have on me?
- What in my life have I seen others experience prejudice or discrimination? How did that make me feel and what effect did it have on them?
- When in my life do I feel like I feel/felt racism towards another person? What can/did I do about that?
- When in my life do I feel like I feel/felt any other form of prejudice towards another person because of something about their identity, appearance or background? What can/did I do about that?
- How might my attitudes and experiences affect what I choose to do and offer the children I work with?
- To what extent do my personal tastes and experiences define the outer limits of what I offer the children?

Appendix II – Knowing the children we work with

Remember to encourage children and families to use and celebrate their first language.

Admissions find out more about the families by asking questions such as : Are there aspects of your child's background, family life, language or culture that we can learn about or celebrate?

Dr Eunice Lumsden recommends this lovely question: "Can you tell me about your child's name? Did you choose it?".

Appendix III – Creating an inclusive, anti-racist learning environment

- How, and how much, does our environment enable children to recognise and celebrate difference and develop empathy?
- What kinds of thought and conversation does our environment enable?
- Do we create time to discuss this as a team?
- Do our books and resources reflect the diversity in society?
- Do we have resources from other places and cultures, which reflect the world we live in?

- Do we have resources that reflect the diversity of the children in our care and of our local community?
- What do we see as the value and impact of having diverse materials for children's learning and development?

Appendix IV – Talking to children about diversity, inclusion and anti-racism

Allow conversations to arise naturally, avoid forcing these conversations (“It’s afternoon snack time, let’s have a discussion about being anti-racist!”). Remember we can use books and resources to scaffold meaningful conversations.

Introduce words like prejudice, racism and empathy; don’t worry about them being too complicated. Children will surprise us with their ability to absorb new ideas and sophisticated vocabulary!

Use stories to support children to think through complicated issues and develop empathy.

If children want to find out more about something, research the answer with them online or in a book, rather than just telling them.

Talk openly and matter of-factly about the ways individuals and families can be different from one another – but avoid using those differences to label them (e.g. if we were reading *Jabari Jumps*, we would talk openly about him being black, about his background and culture, but we wouldn’t label him ‘the black boy’).

When children talk or ask about how others are different, encourage their curiosity here, just as we would for anything else. Encourage them to talk about different skin colours, family structures or disabilities, and to depict them in their drawings and paintings.

Role-model a positive attitude to difference. Talk positively about difference in the books we share with children. Interact in a warm, positive way with the diverse resources in our setting.

If we see children treating toys with different characteristics differently from one another – or ignoring certain toys – ask them to tell us about it. Follow their lead. We could also model play with these toys as the adult.

If children respond negatively to certain resources or characters in books, ask them why and gently talk with them about respecting and including others.

Help children to think; don’t tell them what to think. Ask questions, listen and gently introduce new ideas. Don’t lecture them, shame them or overload them with information.

Appendix V Building Empathy

Building empathy – From Early Years, we start to talk more explicitly about racism and other forms of prejudice – and the consequences of that kind of behaviour.

Through play and discussion we support children to develop empathy, helping them to imagine how others might be feeling and to see situations from other perspectives.

These opportunities might arise from reading books with children or observing their play. Or they might come about through role playing situations with them – acting them out ourselves, or with teddies or small world toys.

Role play gives children a safe space to explore feelings and come up with solutions to challenging situations. As adults, our role is to scaffold children’s understanding and to ask open questions.

We want to allow children to explore their own ideas and thought processes, not to supply them with opinions, tell them they're wrong, or shame them for expressing a point of view.

Working with families – We work with a diverse range of families. We acknowledge and celebrate their diversity and share our anti-racist approach with them. Refer to Appendix 6 for related prompts.

Because we invest in strong relationships with families – listening, understanding, creating a culture of trust – we are in a position to challenge if necessary. We could find ourselves in a situation where we need to respond to discriminatory and/or racist remarks or behaviour. If that happens, we should:

- Listen to them
- Remain calm and respectful without being apologetic
- Explain why diversity and inclusion matter to us
- Inform them of the benefits for the children

We may find ourselves in a situation where we are challenged on the terms that we're using to talk about differences – another race, culture or family structure. If that happens and we can see that we have been insensitive or used an unhelpful term:

We should:

- Try not to get flustered – these things happen
- Listen and acknowledge the feelings and remarks
- Apologise and thank them for letting us know
- Let them know that we'll change the terms we use in the future
- Ask what we can do to find out more to support our learning

We're all learning – we as educators and the children and families we work with – and we all just need to try our best. We should be courageous and humble.

Role plays could be simple dilemmas involving different kinds of diversity. For example:

Someone being left out or excluded due to their race

Someone being teased or called names due to a disability

Someone being told they're strange for having two mummies

Someone saying that a certain activity is 'only for girls/boys'

Useful questions might include:

- What do you think?
- How does that make you feel?
- How do you think that made them feel?
- Why do you think they did that?
- What would you do next if you were in this story?
- What could make this better?
- What could we do differently?

Appendix VI – Working with families

How curious are we? Do we really know our families?

How do we use the settling in period to find out about our families?

How are we learning from families in an ongoing way and ensuring they feel treated as a source of knowledge and expertise?

How do we recognise and celebrate individual children's identities?

How are we supporting the self-esteem and self-worth of children from minority backgrounds?

How do we support a child with two mummies or two daddies?

How do we support a blended family?

How do we support children with a disability and/or Special Educational Need?

How do we support a child living with a foster family?

How do we support and celebrate different family cultures and faiths?