

Equality, Diversity and Inclusion (EDI) Policy

(Including EYFS & Wrap-around Care)

Version 2.2

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Equality Diversity and Inclusion Policy

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Equality, Diversity and Inclusion Policy

1. Introduction

The Princethorpe Foundation is a registered charity and consists of a senior school, Princethorpe College (PC), two prep schools. Crescent School (CS), Crackley Hall and Little Crackers Nursery (CH); Princethorpe College and Crackley Hall are Catholic schools. The Foundation has a strong Christian ethos and welcomes staff, workers, volunteers, students, parents, applicants and governors from all different ethnic groups, backgrounds, faiths and creeds. The terms Foundation and School Community includes staff, trustees, students, parents, visitors and volunteers.

Equality, Diversity and Inclusion (EDI) are central to the Princethorpe Foundation ethos which can be summarized by our Ethos and Values Statement:

*Ours is a spirit of family
and a spirit of friendship
formed by kindness and understanding
by compromise and mutual forgiveness
by gentleness, humility and simplicity
by hospitality and a sense of humour.*

*True community does not come about all at once.
It grows by the constant effort of each member.
It needs to be built up each day
into a community of faith and love.*

*At the same time
It needs to be built up as a human community
knit together by compassionate relationships
where each member brings their own talent
and knows they are recognised, accepted, heard, encouraged and challenged.*

Definitions

What is Equality?

Equality is seeking to ensure everyone is treated fairly and has equality of opportunity – to identify and remove barriers to participation.

What is Diversity?

Diversity is about the ways in which people differ. These differences should be recognised, celebrated and treated as a natural and valued part of our society.

What is Inclusion?

Inclusion is the experience of an individual within a community and the extent to which they feel valued, respected and appreciated as valuable and respected members of their communities.

2. Protected characteristics

In the provision of equal opportunities, the Foundation recognises and accepts its responsibilities under the law and opposes discrimination on the basis of **the Protected Characteristics**:

- disability,
- gender reassignment,
- pregnancy and maternity,
- race,
- religion or belief (including where an individual does not subscribe to a particular religion or belief),
- sex,
- sexual orientation and, (in the case of adult members of the School Communities)
- marital or civil partnership status
- age.

3. Policy Statement

The Foundation recognises the benefits of having diverse School Communities, with individuals who value one another, and the different contributions everyone can make. All pupils will be taught to value and respect others. The Foundation is committed to:

- fostering good relations between all members of our School Communities.
- being an equal opportunities education provider and is committed to equality of opportunity for all members of our Foundation Community.
- promoting a positive and diverse culture in which all staff and pupils are valued and supported to fulfil their potential, and respected for their individuality and contribution;
- ensuring that all pupils have a suitable age appropriate personal, social and health education (PSHE) that covers EDI issues;
- ensuring that all staff support and participate in any measures introduced to promote equality and diversity and actively challenge and report discrimination in accordance with their responsibilities under this policy.
- eliminating discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010 in all aspects of running the Foundation.
(For definitions of discrimination, harassment and victimisation see Appendix 1)

The following groups have been identified as key beneficiaries in terms of the provision of this statement. Those who:

- are being looked after or on the edge of Care;
- have Special Educational Needs and Disabilities (SEND);
- are excluded or at risk of exclusion from school;
- have English as an additional language;
- are missing in education;
- have ill health, including hospitalisation, affecting attendance at school;
- have drug or alcohol abuse issues;
- have mental health issues;
- are gifted and talented;
- are gender questioning or going through transition;
- are Lesbian, Gay or Bisexual;
- are young carers;
- are from very low-income families;
- live in areas of deprivation;

- are offending or at risk of offending; and
- are from a minority ethnic group.

3.1 Policy aims

The Foundation aim to ensure that all members of our community:

- understand what discrimination, harassment and victimisation are and look like;
- reject discrimination, harassment and victimisation;
- take positive and proactive measures to be anti-discriminatory, anti-harassment and anti-victimisation.

3.2 Pupils

The Foundation expects all pupils to treat their peers and all members of the community with both respect and kindness in accordance with our values and ethos. Our expectations are made clear to pupils and are reinforced in assemblies, our pastoral and PSHE programmes and via the *Crackley Compass*, the *Crescent Promise* and the *Princethorpe Pupil Charter*. We are committed to ensuring our schools are free of harassment and bullying and any such behaviour will not be tolerated within the Foundation.

If any pupil experiences or witnesses incidents of harassment, discrimination, prejudice or other inappropriate behaviour, they should report it to an adult of their choice. It is then the responsibility of the adult to take appropriate actions.

All such incidents involving pupils will be addressed in accordance with our Anti-Bullying and Harassment Policy and Behaviour Management Policy.

3.3 Staff

The Foundation expects all staff to treat their colleagues with both respect and consideration in accordance with our values and ethos. We provide induction to all staff and training and publish a Staff Code of Conduct to make expectations clear. We are committed to promoting a working environment which is free from all forms of harassment and bullying. Such behaviour will not be tolerated within the Foundation.

Everyone has the right to expect fair treatment from all other work colleagues and, in turn, to expect respect from them. The following list of behaviours are considered inappropriate in the workplace. This list is not exhaustive:

- racist, sexist or gender-bias remarks;
- physically intimidating, abusive or threatening behaviour;
- victimisation, where a person is treated less favourably than others;
- behaving in a manner which denigrates or ridicules a person in front of others;
- shouting at a colleague to get work done;
- constantly undermining someone and their ability to do their job;
- picking on one person when there is a common problem;
- blanking;
- refusal to cooperate as a team member;
- rude and unacceptable language.

If a member of staff experiences or witnesses incidents of harassment, discrimination, prejudice or inappropriate behaviour, by another adult they should fill in a low-level concern form and report it to an adult of their choice. This may be their line-manager, another colleague, a senior member of staff. This should in turn, be reported the Head.

Depending on up the situation, informal action may be appropriate, however if the matter is too serious to allow for informal action, then a formal complaint should be made. The Foundation's formal procedures should be used, and the matter will be dealt with in accordance with these guidelines. This may include treating the matter as a disciplinary issue under the Disciplinary Policy and Procedures, or as a formal grievance against the Foundation or its officers under the Foundation's Grievance Policy.

3.4 Parents or visitors

We expect that all parents and visitors conduct themselves in an appropriate manner with both respect and consideration for our values and ethos. If there is any concern over the behaviour of a parent or visitor in should be reported to a senior member of staff. If any parent or visitor experiences or witnesses incidents of harassment, discrimination, prejudice or other inappropriate behaviour, they should report it to a Senior member of staff and/or follow the Foundation Complaints Procedure

4. Roles and responsibilities

Trustees

The trustees have overall responsibility for all Equality, Diversity and Inclusion matters across the Foundation and there is a nominated trustee who has oversight of this area. The trustees' responsibility is delegated to the Heads of each school who in turn can delegate to the Designated Senior Member of staff.

Designated Senior Members of staff

The role of the Designated Senior Members of staff is to:

- lead on creating a culture within which all members of the community are expected to treat one another with mutual respect, dignity and tolerance;
- ensure that the School complies with equality legislation;
- ensure all policies, practices and procedures, associated with Equality, Diversity and Inclusion including admissions, curriculum, recruitment and selection are implemented, monitored, evaluated and reviewed;
- ensure the schools make effective and reasonable adjustments where appropriate to meet the individual needs of staff, pupils and others who may have business with the School;
- ensure that all pupils, parents/carers are aware of this policy and provide additional support to any parent or significant person, wishing to know more about the policy and procedures outlined above.
- ensure all staff are aware of, and follow, this policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities;
- take all reasonable steps to prevent discrimination, harassment and victimisation from taking place;
- take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with the School's policies, procedures and guidance.

Line managers

Line Managers are responsible for preventing any form of discrimination and for taking appropriate action if it happens within their department. Any issues brought to Line Managers will be dealt with in confidence and promptly. Line Managers may, in turn, seek help and advice from their Head, the Bursar, or the Dedicated Senior member of staff in the school.

All staff

It is the responsibility of all staff to:

- treat colleagues, pupils and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- support and participate in any measures introduced to promote equality and diversity;
- actively challenge discrimination and disadvantage in accordance with their responsibilities;
- report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable.

Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee caught doing so will be subject to disciplinary action under the Foundation's Disciplinary Policy and Procedure.

5. Admissions

Our admissions criteria are defined under our Admissions Policies and are applied consistently to every young person, irrespective of any Protected Characteristic, and we aim to encourage applications from candidates with as diverse a range of backgrounds as possible as we believe that this enriches our Foundation community and is vital in preparing our pupils for today's world. Bursaries are offered in order to make it possible for as many as possible who meet each school's admission criteria to attend a Foundation school.

The Foundation does not unlawfully discriminate in any way regarding entry. Pupils with Special Educational Needs or Disabilities (**SEND**) that have fulfilled the entry criteria are welcomed, providing that we can offer them the support that they require and cater for any additional needs. We welcome pupils with physical disabilities provided that our site can accommodate them.

6. Staff recruitment and selection

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally.

We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, and discipline. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate.

Where appropriate, the Foundation will endeavour to make all reasonable and effective adjustments during the recruitment and selection process (see paragraph 8 below). Where recruitment and selection is carried out by a third party, on behalf of the Foundation, we will take all reasonable steps to ensure they adhere to the principles of this policy.

7. Disability and the duty to make reasonable adjustments

The Foundation will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable. See the Foundation's Disability Policy (including Accessibility Three Year Plan) and SEND Policy.

8. Curriculum delivery

The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum. Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any pupil in the provision of education or access to any benefit, facility or service including educational trips, work experience and co-curricular activities.

All teaching staff must be aware of the role they play in creating an atmosphere (physical and verbal) and grouping pupils so as to encourage those from different cultural backgrounds to work together harmoniously.

Efforts are made to recognise and be aware of the possibility of bias (for example, gender or racial), so that this can be eliminated in both the schools' teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias

Pupils are made aware of the importance of tolerance and equal opportunities as part of their Personal, Social, Health and Economic (**PSHE**) programmes and Religious Education as well as Relationships and Sex Education (**RSE**) in Princethorpe College and Relationships Education in Crackley Hall and Crescent School. Schemes of work in many departments help to promote multi-cultural understanding.

Assemblies in the schools aim to celebrate achievements by individuals, groups and the whole School, and to celebrate special occasions and community events, as well as to allow pupils to experience forms of religious worship or the equivalent (see paragraph 9 below). Assemblies also focus on common values, such as respect for others and tolerance, all in accordance with the ethos of our schools.

The content of the schools' curricula - including the RE, RSE and PSHE – and co-curricular programmes will be reviewed periodically by the Senior Leadership Teams and the Education Committee. Where possible, the monitoring of pupil performance and participation will be broken down by characteristics to ensure we are providing equality of opportunity to all.

9. Religious observance

The Foundation's ethos, services and school timetable reflect its Christian tradition, but are designed to be inclusive to pupils and staff from all faiths and backgrounds. Our schools respect the right and freedom of individuals to worship in accordance with other faiths.

The Foundation is sympathetic and accommodating to the needs of individuals regarding religious observance by:

- providing space to pray during the school day;
- permitting the wearing of religious symbols in school;
- celebrating religious festivals across a range of faiths;
- staff feeling comfortable requesting days off for non-Christian religious holidays.
- ensuring that the Chaplaincy within Princethorpe College is available and welcoming to those of all faiths and none to discuss faith provision and their needs.

10. Exclusion policy

The decision to exclude a child for a fixed period or permanently is a last resort. Our exclusion criteria are defined under our Behaviour Management Policies and are applied consistently to every young person, irrespective of any Protected Characteristic whilst also understanding and taking into account/consideration of an individual's neuro-diversity.

11. Equality, Diversity and Inclusion Monitoring and Review

The Foundation recognises that Equality, Diversity and Inclusion are all-encompassing elements of our schools which permeate all aspects of our internal and extended communities. We also recognise that we are on a journey to continually improve and grow in all areas of EDI under the following "pillars"

- Data and Monitoring
- HR and Staff Recruitment
- Pupil Admissions
- Teaching and Learning
- Policies and Processes
- Community.

To facilitate this journey we have:

- written EDI scrutiny into the terms of reference of our trustee sub-committees;
- EDI is a standing item in SLT and FEC meetings;
- EDI focus groups in our schools;
- EDI as a focus in our Staff Consultative Group;
- an annual report from Heads on EDI within their schools to the Governing Body.

12. Staff training

All staff receive regular training on Equality, Diversity and Inclusion. New members of staff receive training on equality and diversity as part of their induction process.

All Senior Leadership Teams, Heads of Department and the recruitment team complete unconscious bias training.

13. Policies and procedures related to this policy

This policy and all associated procedures should be read in conjunction with the following:

- Accessibility Plan
- Anti-bullying and Anti-harassment Policies
- Attendance Policy and Missing Pupil Procedure
- Behaviour and Relationship Policy (including rewards, sanctions, use of reasonable force)
- Complaints Procedure
- Educational Trips Policy
- Health and Safety Policy and Procedures
- Online Safety Policy
- Child-on-Child Abuse Policy
- PSHE Policies
- Safeguarding Policy
- Safer Recruitment Policy
- Social Media Policy
- SEND Policy
- Whistleblowing Policy

Failure to comply with these policies and procedures may result in disciplinary action.

Appendix I. Forms of discrimination

Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

Direct discrimination:

Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic. For example, rejecting an applicant of one race because it is considered they would not "fit in" on the grounds of their race would be direct discrimination. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a student is harassed or victimised because a sibling is disabled, this would be direct discrimination against that student.

Indirect discrimination:

Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.

Discrimination arising from disability:

Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.

Perceptive discrimination

Perceptive discrimination is where an individual is directly discriminated against or harassed based on a perception that he/she has a particular protected characteristic when he/she does not, in fact, have that protected characteristic (other than marriage and civil partnership, and pregnancy and maternity).

Appendix II. Types of Harassment

There are three types of harassment that are unlawful under the Equality Act 2010.

- Harassment related to a relevant protected characteristic: The relevant protected characteristics are disability, race and sex. Harassment occurs when a person engages in unwanted behaviour which is relevant to one of the relevant protected characteristics and which has the purpose or effect of:
 - (a) violating a person's dignity; or
 - (b) creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.
- Sexual harassment: This occurs when a person engages in unwanted behaviour which is of a sexual nature, and which has the purpose or effect of:
 - (a) violating a person's dignity; or
 - (b) creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.
- Less favourable treatment of a person because they submit to or reject sexual harassment or harassment related to sex.

Appendix III. Types of Victimisation

Victimisation means treating someone badly because they have done a "protected act" (or because the School believes that a person has done or is going to do a protected act). Treating a person less favourably because they have taken such an action will be unlawful victimisation. A "protected act" is:

- making a claim or complaint of discrimination (under the Equality Act 2010 as set out above);
- helping someone else to make such a claim by giving evidence or information;
- making an allegation that the School or someone else has breached the Equality Act 2010;
- doing anything else in connection with the Equality Act.

Appendix IV. EDI Pillars

