



**THE PERSE**  
**SCHOOL**  
CAMBRIDGE

## **Inclusion, Equality and Diversity Policy**

---

**The Perse School**

**September 2021**

## Contents

1.	The School’s vision and approach.....	1
2.	The Aims of the Policy.....	1
3.	Scope.....	1
4.	Regulatory and Legal Framework.....	2
5.	Inclusion, Equality and Diversity.....	2
5.1.	Inclusion.....	2
5.2.	Equality.....	2
5.3.	Equity.....	2
5.4.	Diversity.....	2
6.	Equality and Diversity Policy: key principles.....	3
7.	Responsibilities for IE&D.....	3
7.1.	Our collective responsibilities:.....	3
7.2.	Governors and Leadership:.....	3
7.3.	The Assistant Head – Inclusion, Equality & Diversity:.....	4
7.4.	IE&D Working Groups:.....	4
7.5.	IE&D Steering Group/ Executive Leadership Team:.....	4
8.	IE&D for Pupils.....	4
8.1.	Admissions.....	4
8.2.	Curriculum Delivery.....	4
8.3.	Pastoral Care.....	5
8.4.	Behaviour.....	5
9.	IE&D for Staff.....	5
9.1.	Recruitment and selection, promotion and access to training.....	5
10.	Complaints and Support.....	6
11.	Monitoring and Data.....	6
12.	Communications and Publicity.....	6
13.	Review.....	6
14.	Record keeping.....	7
15.	Version Control.....	7
	Appendix 1 - Definitions.....	8
	Appendix 2 - Examples of how schools can promote equality and diversity.....	9
	Appendix 3 - Reflective questions.....	10

## 1. The School's vision and approach

The Perse School is proactively committed to creating a stimulating teaching, learning and working environment that values diversity, mutual respect, and one another. We strive to create and maintain an environment of inclusion, equality, and diversity (**IE&D**) in all aspects of our community life.

We value diversity across all the dimensions of difference so that pupils and staff can flourish and achieve their full potential in an environment where there is no place for discrimination. We believe that diversity enriches our individual and collective experience, performance and achievement and is integral to living our school values of developing intellectual curiosity and respecting one another and the environment.

We seek to reflect inclusion by welcoming pupils and staff from all backgrounds. We will aim to continually develop inclusive practice to provide a culture of belonging in which all pupils and staff feel authentic in their work and learning.

To demonstrate our commitment to IE&D and recognise that we have a joint responsibility for creating an inclusive culture, the School will establish working groups to address areas of development. Membership will constitute staff, current pupils, alumni, governors and parents. Flowing from the work of these groups, work-streams will focus on specific development of curriculum, pastoral care, training and representation.

In this policy, The Perse School comprises of The Perse Pelican Nursery and Pre Preparatory School including the EYFS setting, the Perse Prep School and the Perse Upper School.

## 2. The Aims of the Policy

- Continue to create an inclusive school community where diversity is celebrated and everyone is valued and respected.
- Be at the forefront of inclusion, equality & diversity access, participation and understanding.
- Effectively integrate inclusion, equality and diversity into all areas of our collective learning including; our strategies, policies, academic and co-curriculum, teaching delivery, assessment methods, pastoral care, admissions, recruitment, training and engagement with families and carers.
- Develop proactive appreciation of inclusion, equality and diversity as an institutional strength.
- Fulfil our legal obligations to pupils and staff.

## 3. Scope

This policy applies to all members of our school and should be read in conjunction with the following policies:

- Admissions Policy
- Anti-bullying Policy
- Behaviour and Discipline Policy
- Complaints Policy
- Curriculum Policy
- Dignity at Work Policy
- Disabilities Policy
- Equal Treatment Policy (pupils)
- Learning Difficulties Policy
- Online Safety Policy
- Relationships Education and Relationships and Sexual Education Policy
- Safeguarding and Child Protection Policy
- Code of Conduct for Staff
- Whistleblowing Policy
- Recruitment Selection Disclosure Policy

- Risk Assessment Policy for Pupil Welfare

All School policies and practices will conform to the principle of equal opportunities. Equality Analysis will be routinely undertaken when developing new policies, reviewing existing ones and we seek to embed this practice into all areas of our collective work.

#### 4. Regulatory and Legal Framework

This policy has been prepared with reference to the schools obligations under The Education (Independent Schools Standards) Regulations 2014. We work together with our pupils, alumni, families, carers, staff, Governors and external agencies to ensure that inclusion and equality is embedded into our daily life. Several stakeholders were involved in the formulation of this policy.

We are committed to meeting the statutory duties of the Equality Act 2010. The Act provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society. This policy includes information about how we will comply with our duties and provides guidance about our approach to promoting equality and diversity. We recognise that these duties also reflect 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. In addition, we have consulted the Independent School Standards Regulations 2014 and KCSIE 2021 and the Ofsted review into School Sex Abuse 2021.

#### 5. Inclusion, Equality and Diversity

**5.1. Inclusion** is the culture in which a diverse mix of people can come to work or school, feel comfortable and confident to be themselves, work and learn in a way that enables them and delivers professional / educational needs. Inclusion aims to ensure that everyone feels valued and importantly, adds value.

**5.2. Equality** is about creating a fairer society, where everyone can take part and where everyone can reach their full potential. Equality of opportunity has a legal framework to ensure protected groups are not discriminated against.

**5.3. Equity** recognises that each person has different circumstances and allocates resources and opportunities needed to reach an equal outcome.

**5.4. Diversity** is about recognising and valuing difference, where everyone is respected for who they are.

We are committed to the principle of equal opportunities that opposes discrimination on the basis of the following protected characteristics:

- sex
- sexual orientation
- marital or civil partnership status
- gender reassignment
- race
- religion or beliefs
- pregnancy and maternity
- disability
- age

We will take all reasonable steps within our power to ensure that all members of the community are treated equally and fairly.

## 6. Equality and Diversity Policy: key principles

Our approach to equality and diversity is based on the following key principles:

- **All people are of equal value.** However, this does not mean we treat everyone the same, sometimes we will need to acknowledge difference so that all of our people have the same opportunities and outcomes as others.
- **We recognise, respect and value difference and understand that diversity is a strength.** We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to the protected characteristics. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach, work and visit The Perse.
- **We foster positive attitudes and relationships.** We actively promote positive attitudes and mutual respect between groups and communities different from each other, in line with our school value to respect one another and the environment.
- **We foster a shared sense of inclusion and belonging.** We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- **We observe good equalities practice for our staff.** We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development and working conditions.
- **We work to raise standards for all learners, especially the most vulnerable.** We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
- **Challenging negative prejudice and stereotyping.** We challenge and report incidents of prejudice-based bullying, for example racist, sexist, homophobic or bullying of people because of a disability. We will also challenge other stereotypes and discrimination and bullying that arise from them.

## 7. Responsibilities for IE&D

We all have a responsibility to act in accordance with this policy. Every member of our community is to be respected and respect others. This includes volunteers and those working on contractual basis.

### 7.1. Our collective responsibilities:

- To equally take responsibility for ensuring we have a community where all are valued and respected. This includes feeling comfortable and supporting others to express views openly and constructively.
- To develop a culture of being active bystanders by respectfully speaking out, or reporting any form of discrimination, unfair treatment, bullying or harassment without assuming that someone else will speak up.
- Appropriately challenging any form of behaviour which disrespects areas of difference.
- To be familiar with this policy and act in accordance with its aims.

### 7.2. Governors and Leadership:

- To take overall responsibility for the implementation and promotion of the policy, making sure that all pupils and staff are aware of their responsibilities and are given appropriate training and support.
- To provide visible leadership on inclusion, equality, and diversity, and lead by example.
- Take a lead role in the self-evaluation procedures and staff development for inclusion, equality, and diversity.

- Collect information and monitor it for our IE&D development which may include considering admissions, attainment, attendance, exclusion, awards, participation and progression.
- Support the delivery of the IE&D Development Plan which sets out the actions in support of this policy.
- Promote this policy to all pupils, staff, parents, carers and other stakeholders in the wider community.

### **7.3. The Assistant Head – Inclusion, Equality & Diversity:**

- Will develop and maintain up to date knowledge of IE&D and best practice.
- Will co-ordinate the implementation of the IE&D policy.
- Will lead and coordinate IE&D work across the 3-18 schools.
- Will take ownership of IE&D, advocate this policy and support the work in the IE&D Development Plan.
- Will have responsibility for monitoring and reviewing the effective operation of the policy and work with the Director of Human Resources to make any recommendations for change to the policy.

### **7.4. IE&D Working Groups:**

- Will promote, encourage and monitor IE&D across the School by providing strategic direction, leadership and support in accordance with its Terms of Reference.

### **7.5. IE&D Steering Group/ Executive Leadership Team:**

- Will ensure that IE&D recommendations and actions, are effectively implemented and reviewed across all areas of the 3-18 school.

## **8. IE&D for Pupils**

This policy celebrates and recognises the work that The Perse is undertaking to promote inclusion, equality & diversity through all aspects of learning. The Perse seeks to develop a pupil community of people who:

- show respect for others who seek to better understand different beliefs and cultures;
- are developing informed, ethical views of complex issues;
- know why discrimination is unacceptable and how to challenge it; and
- understand the importance of celebrating diversity and promoting equality.

All pupils will be treated with equity and where necessary, positive action will be implemented to include pupils of minority groups, support and guidance will therefore be commensurate with need.

### **8.1. Admissions**

The Perse will seek to identify inclusion deficits by monitoring the profile of pupil admissions at all entry points and identifying the nature and cause of under-representation related to pupil intake. The Perse will ensure communications appeal to a wide breadth of pupils and families and seek to develop excellent liaison and support for incoming pupils through equality assessment.

The Perse offers bursaries to ensure the needs of pupils are met and in recognition of our commitment to widening participation.

### **8.2. Curriculum Delivery**

The Perse is committed to the review and implementation of a curriculum that continually reviews and embeds a critical lens with respect to content and delivery of academic courses. Where possible, the curriculum will promote inclusion, equality & diversity, including by incorporating a diversity of content which has regard to the protected characteristics under

the equality Act 2010. Pedagogy will be holistic and engaged, to ensure inclusion of all pupils. The curriculum and co-curriculum will seek to prepare pupils for a global multi-cultural society by the use of equality analysis in curriculum and co-curricular development. Data may be used to measure outcomes and progression of pupils across a number of diversity measures.

### **8.3. Pastoral Care**

The Perse will make every effort to support pupils who experience difficulties in learning, social inclusion or other aspects of their lives at school. The Perse will seek to implement and develop equality analysis into its pastoral care, recognising that some pupils may have to deal with barriers to inclusion and learning which are related to protected characteristics. Staff training, cultural awareness and liaison with parents will be paramount in delivering effective pastoral care. The Emotional Wellbeing and PSHE curriculum will be continually reviewed to ensure that pastoral education is up to date and relevant.

### **8.4. Behaviour**

Pupils are expected to behave in line with the School value to respect one another. Staff will set a positive example by role-modelling these expectations. Any incidents of harassment, bullying or misconduct relating to issues of inclusion, equality & diversity will be dealt with by a combined approach of education and sanction in accordance with the School's *Behaviour and Discipline policy*, *Upper School Rules*, *Prep School Expectations* and the *Code of Pelican Behaviour*. Reasonable adjustments to the behaviour policy will be made for pupils that have a physical or mental health disability.

## **9. IE&D for Staff**

In line with our *Code of Conduct* and *Dignity at Work policy*, we seek to continually create an environment where all staff are responsible for treating colleagues, pupils, staff, parents and visitors with dignity and respect and behave in a way that does not precipitate claims of discrimination, harassment or victimisation. Any such allegations or incidents will be dealt with under the staff disciplinary procedures. It is important to appreciate that staff are responsible for their own acts of discrimination, harassment or victimisation carried out during their employment.

All staff are required to support and participate in any measures, activities of training required to promote IE&D. Training will be kept under continual review in line with the School and IE&D development plan.

### **9.1. Recruitment and selection, promotion and access to training**

We will reflect diversity by recruiting and welcoming staff with a variety of backgrounds, experiences and perspectives. All applicants will be considered equally and fairly and assessed directly in relation to the requirements of a role or job.

We are committed to ensuring that our recruitment and promotion procedures are kept under review to ensure that individuals are selected for interview and appointed on the basis of their ability to do the job required. This includes ensuring that our adverts reach a diverse range of applicants and that we actively promote our commitment to IE&D, providing training for interview panel members, analysing applicant data and the assessment of candidate suitability based only on job-related criteria. Where appropriate we will make all reasonable and effective adjustments during the recruitment and selection process to ensure that no applicant is disadvantaged.

Individual staff training needs shall be identified through regular staff appraisal and development reviews. All members of staff will be given an equal opportunity for, and access to, training, as appropriate, to enable them to perform to their full potential. The Perse will seek to offer diverse interview panels and engage in collective decision-making in relation to recruitment.

Our conditions of service, benefits and facilities will be reviewed annually to ensure that they are available to all staff who should have access to them and that there are no unlawful obstacles to accessing them.

We will actively seek to make reasonable adjustments where there is a need to ensure that staff with disabilities have the same access to everything as a non-disabled person, as far as is reasonable practicable. If a member of staff feels they have a disability, they are encouraged to tell their line manager or the HR Department so that The Perse may support staff as much as possible.

## **10. Complaints and Support**

If anyone believes that they have been discriminated against, bullied, harassed or victimised based on a protected characteristic they should follow the *Complaints policy* or *Grievance Procedure* or procedure set out in the *Dignity at Work policy* as appropriate.

We will take all complaints of discrimination, unfair treatment, harassment and bullying seriously. If a person feels excluded in any respect, they are encouraged to report this so that the school can respond appropriately and with sensitivity.

Pupils may speak with a trusted adult in school. This may include any member of teaching staff or pupils can go directly to the School's Pastoral Team. Staff should feel able to seek support from their Head of Department, Deputy Heads, the Assistant Head of IE&D or the Director of HR.

## **11. Monitoring and Data**

We will monitor the effectiveness of this policy by undertaking an annual review of the IE&D work and progress towards the development aims guided by the IE&D Working Group. This report will be reviewed by the Executive Leadership Team and Governors and will be shared with the whole School community.

We will use appropriate methods of collecting, processing and evaluating data which will help us to identify any trends, establish where there may be underrepresentation and work towards improvements. Such information obtained may include:

- Information on race, sex, gender, age, disability, religion and belief, sexual orientation.
- Results from IE&D staff and pupil opinion surveys and other Satisfaction Surveys which may be carried out.
- Pay data so that we can fulfil our obligations under the Gender Pay Gap Regulations.

## **12. Communications and Publicity**

The Perse seeks to include people from under-represented groups in all communications and publicity. This means materials do not contain socially, racially biased or stereotypical terminology, information or illustrations which contravene this policy. It also includes a proactive approach to inclusion, which may include placing adverts in non-traditional outlets, establishing links with local community groups and organisations and developing progression partnerships with local educational institutions to develop IE&D work.

## **13. Review**

The Assistant Head of Inclusion, Equality & Diversity and the Director of HR in conjunction with the Head and Bursar will be responsible for reviewing this policy from a legislative and operational perspective, in consultation with the School's staff consultative bodies. Recommendations for any amendments will be reported to the Governing Board.

## 14. Record keeping

All records created in accordance with this policy are managed in accordance with the School's *Records Management policy* and *Records Retention Schedule*.

The records created in accordance with this policy may contain personal data. The Perse School has a number of 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 in connection with 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*.

## 15. Version Control

Date of adoption of this policy	6 <sup>th</sup> September 2021
Date of last review of this policy	June 2021
Date for next review of this policy	June 2022 or earlier if necessary
Policy owners	Assistant Head (IE&D) / Director of Human Resources
Authorised by	Jonathan Scott On behalf of the Board of Governors
Circulation	Governors / teaching staff / all staff parents / pupils [on request] Published on the School's website and PersePortal and available from the School Office on request

## Appendix 1 - Definitions

### Forms of discrimination

**Types:** Discrimination may be direct or indirect and may occur intentionally or unintentionally.

- 1 **Direct discrimination:** direct discrimination occurs where:
  - 1.1 Someone is treated less favourably because of one or more Protected Characteristics. For example, rejecting an applicant because they would not "fit in" because of their race or sexual orientation is direct discrimination.
  - 1.2 Someone is less favourably treated because of their association with someone who has a Protected Characteristic. For example, treating a member of staff less favourably because they have a disabled child. (**Discrimination by association**)
  - 1.3 Someone is treated less favourably because they are perceived to have a Protected Characteristic. For example, treating a member of staff less favourably because they are believed to be (but may not actually be) homosexual. (**Perception discrimination**)
- 2 **Indirect discrimination:** occurs where an individual is subject to a provision, criterion or practice, applied to a group of people, which puts them at a particular disadvantage because of a protected characteristic, and it cannot be objectively justified. An example might be a minimum height requirement for a job. This is likely to eliminate proportionately more women than men. If this criterion cannot be objectively justified, because it is not a proportionate means of achieving a legitimate aim, then it will be indirectly discriminatory on the ground of sex.
- 3 **Discrimination arising from a disability:** occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment.
- 4 **Harassment:** occurs when a person is subject to unwanted conduct related to a relevant protected characteristic, which can occur online and offline and which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
- 5 **Victimisation:** can occur online and offline and is when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above.

## Appendix 2 - Examples of how schools can promote equality and diversity

- Assessing, planning for and meeting the needs of pupils who experience barriers to learning.
- Providing support for pupils for whom English is an additional language.
- Access to a range of professional services, e.g., Speech & Language Therapy, Occupational Therapy, Physiotherapy, Social Work Services, Counselling and Psychological Services.
- Meeting the educational needs of pupils from Gypsy/Traveller families.
- Use of assistive technology to improve access to education, for example for pupils with sight loss, dyslexic pupils.
- Alternatives to written recording for pupils with sensory / communication / motor difficulties.
- Provision for Deaf and hard of hearing pupils to access information.
- Access to additional help or support for a wide range of learning difficulties.
- Making arrangement for pupils who wish to opt out of inclusion for certain elements of curricular and co-curricular learning.
- Making arrangements for pupils who are required to wear a particular form of dress or have dietary requirements because of their religion or belief. Making spaces for prayer and reasonable adjustments to attendance due to religious practices.
- Maximising opportunities to influence school policies through the Parent Teacher Association, and where required, providing information in the parent and / or carer's first language or provision of an interpreter.
- Use of equality analysis when organising school trips and other co-curricular activities.
- Displaying posters and information relating to IE&D.
- Accurate reporting and recording of prejudiced based bullying.
- Providing appropriate staff training
- Working with appropriate external organisations.

### Appendix 3 - Reflective questions

This Appendix to the School Inclusion, Equality & Diversity Policy provides general examples of reflective questions as a self-evaluation tool for The Perse promotion of IE&D. They are to be used as a starting point to stimulate and inform discussion and debate with a view to raising confidence in understanding IE&D, promoting improved outcomes and to assist in the review of the development plan.

#### Reflective Questions:

- How successful is our school in welcoming all learners and parents irrespective of any protected characteristics they may have?
- Is there an identified senior member of staff with responsibility for coordinating the implementation of the inclusion, equality and diversity policy?
- How does the school ensure that all staff understand and implement the key requirements of the inclusion, equality & diversity policy?
- Does the school collect information on (but not limited to) race, disability, sex and gender with regards to both pupils and staff, e.g. pupil achievement, attendance, exclusions and staff training? Is this information used to inform the curriculum delivery including lessons plans, additional support, training and activities the school provides?
- How does the school ensure it improves accessibility for pupils, staff, parents or carers, and visitors to the school – this would include physical access, language barriers (including BSL), information in suitable formats?
- Is the school able to provide additional support to ensure all pupils achieve the same outcomes and ensure barriers to learning and all school related activities are addressed?
- How does the curriculum include positive opportunities for all pupils to understand and celebrate diversity and difference?
- Do staff use consider emotional and mental wellbeing in relation to diversity?
- Are all groups of pupils encouraged to participate in school life and/or the wider to community and make a positive contribution, e.g. through assemblies and the pupil councils?
- Does the school monitor reported incidents of prejudice-based bullying and harassment of pupils and staff and take action if there is a cause for concern?
- How does the school ensure there is an ethos and culture of inclusion, participation and positive behaviour across the school? Are pupils and staff encouraged to challenge negative attitudes and prejudice related to different groups?
- Do school materials, visual displays and multi-media resources reflect the diversity of the wider community?
- Are minority ethnic, disabled and both male and female role models and those of vulnerable groups promoted positively in lessons, displays, discussions and assemblies?
- Does the school take part in annual events such as UK Black Inclusion Week, Deaf Awareness Week, Pride, One World Week etc. to raise awareness of issues around equality and diversity?
- Is the parent teacher association representative of the community it serves?
- Do learners, parents and carers and staff feel that they are treated with respect and in a fair and just manner? How is this measured?
- What opportunities do learners have to explore the rights to which they and others are entitled? How successful are they in exercising these rights appropriately and accepting the responsibilities that go with them? How well do they show respect for the rights of others?
- How does the current development plan ensure progressive development of the school's work on education about differences among people?
- How effectively do we track and monitor the contribution learners make to their school community to ensure it is one which values individuals equally and is a welcoming place for all?
- How effectively do we work towards eliminating discrimination, advancing equality of opportunity and fostering good relations among different individuals and groups?