THE PERSE SCHOOL
CAMBRIDGE

Inclusion, Equality and Diversity Policy

The Perse School

April 2026

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1. The School's vision and approach

The Perse School (The School) is committed to creating a stimulating teaching, learning and working environment that values diversity, mutual respect and tolerance, 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 without encountering 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.

The school community is pluralistic and diverse in its constitution and we welcome staff and children from many different ethnic groups, backgrounds, religions and beliefs. We will work 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 where mutual tolerance and positive behaviours, practices and attitudes are fostered, so that everyone can feel valued within the School.
- 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.
- Be at the forefront of inclusion, equality & diversity access, participation and understanding generating an appreciation of IE&D as an institutional strength.
- Fulfil our legal obligations to pupils and staff.

3. Scope

This policy applies to all members of our school community: staff, pupils, alumni, governors and parents and should be read in conjunction with the following policies:

- Admissions Policy
- Anti-bullying Policy
- Behaviour and Discipline Policy
- Complaints Policy
- Curriculum Policy
- Harassment and Bullying Policy
- Equal Treatment Policy (pupils)
- Special Educational Needs (SEN (or SEND) and English as an Additional Language (EAL) 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 and Disclosure Policy
- Risk Assessment Policy for Pupil Welfare
- The Perse People Strategy
- Disability Policy
- Attendance Policy

All School policies and practices will conform to the principle of equal opportunities. Equality analysis will be routinely undertaken when developing new policies and reviewing existing ones.

4. Regulatory and Legal Framework

This policy has been prepared with reference to the School's 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.

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 accepted.

5.2. **Equality** ensures that everyone has equal rights and equal opportunities, regardless of diverse characteristics. Equality of opportunity has a legal framework to ensure protected groups are not discriminated against.

5.3. Equity relates to equality, and covers provision of the means – often varied, reflecting diverse needs – for people to move towards equal and just outcomes.

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
- (in the case of adult members of the School community) marital or civil partnership status
- gender reassignment
- race
- religion or beliefs (including lack of religion or belief)
- 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. Inclusion, Equality and Diversity Policy: Key Principles

Our approach to inclusion, 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 access to the same opportunities as others and outcomes are considered.

- **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 in relation to the protected characteristics.
- **We foster mutual tolerance and positive behaviour** 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 all forms of prejudice and stereotyping.** We challenge and report incidents of prejudice-based bullying. 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. This includes volunteers and those working on contractual basis.

7.1. Our collective responsibilities:

- To take responsibility for ensuring we have a community where all are valued and respected. This includes being empowered to speak and supporting others to express views openly and constructively and to work proactively to value one another.
- To encourage individuals to report any form of discrimination, unfair treatment, bullying or harassment where this is observed.
- 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 responsibility for the implementation and promotion of the policy, ensuring that all pupils and staff are aware of their responsibilities and are given appropriate training and support.
- To provide visible leadership and take a lead role in relation to inclusion, equality, and diversity as well as mutual respect and tolerance, and lead by example.
- Take a lead role in the self-evaluation procedures and staff development for inclusion, equality, and diversity as well as mutual respect and tolerance.
- 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 and review its effectiveness, including by seeking input from interested groups such as staff, pupils and parents.

- Will lead and coordinate IE&D work across the 3-18 schools including pupil and staff training.
- Will take ownership of IE&D, including the leadership of the IE&D Working Groups, 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 and Heads 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 direction, leadership and support in accordance with its Terms of Reference.

7.5. Executive Leadership Team:

- Will support the Assistant Head IE&D.
- 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 IE&D through all aspects of learning. The Perse seeks to develop a pupil community of people who:

- promote respect for others and a culture of tolerance by seeking to better understand different beliefs and cultures;
- are developing informed, ethical views of complex issues;
- know why all forms of discrimination and stereotyping are unacceptable and how to challenge them;
- understand the importance of celebrating diversity and promoting equality; and
- recognise and respect a balanced approach to different views and perspectives about complex issues.

All pupils will be treated with equity and where necessary, positive action (as defined in the Equality Act 2010) will be implemented to include pupils of minority groups.

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 curriculum will promote respect, and a culture of 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. The School will consider how its teaching can help support the development of important attributes in pupil such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy. 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 within 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, relevant and promotes a balanced approach to complex issues.

8.4. Behaviour

Pupils are expected to respect one another in line with the School values. Staff will set a positive example by role-modelling these expectations. Any incidents of harassment, bullying, misconduct or any form of stereotyping relating to issues of IE&D will be dealt with by a combined approach of education and sanction in accordance with the School's *Anti-Bullying Policy*, *Behaviour and Discipline policy*, *Safeguarding and Child Protection Policy, Upper School Rules*, *Prep School Expectations* and the *Code of Pelican Behaviour*.

In respect of a pupil with a disability as defined by the Equality Act 2010, the School will make such adjustments to its *Behaviour & Discipline Policy* and its implementation as it is reasonable to have to make to avoid substantial disadvantage to the pupil. The school is a place of learning; its educational approach will form an important part of addressing discrimination and enabling cultural change.

9. IE&D for Staff

In line with our People Strategy, *Code of Conduct* and *Harassment and Bullying Policy*, we seek continually to 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 appropriate HR Policy such as 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. When appropriate, the Perse will seek to support staff with appropriate training and guidance.

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 as a result of any protected characteristic.

Job selection criteria are reviewed from time to time to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job. We will seek to offer diverse interview panels and engage in collective decision-making in relation to recruitment.

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. All promotion decisions shall be made on the basis of merit.

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 necessary to ensure that staff with disabilities have the same access to everything as a non-disabled person, as far as is reasonably practicable. If a member of staff is disabled or becomes disabled in the course of their employment, they are encouraged to tell their line manager or the HR Department so that we may support staff as much as possible and ensure that you are not treated less favourably because of something related to your disability.

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 *Harassment and Bullying 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 workstreams. This report will be reviewed by the Executive Leadership Team and Governors and key actions will be shared with the wider School community.

In accordance with the School's obligations under data protection law, we will use appropriate methods of collecting, processing and evaluating data which will help us to identify any trends and patterns, 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	15 April 2026
Date of last review of this policy	March 2026
Date for next review of this policy	March 2027
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

The Protected Characteristics as defined by the Equality Act 2010 are set out in paragraph 5 of the main policy above.

Forms of discrimination

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

1 **Direct discrimination:** direct discrimination occurs where one person treats another less favourably:

1.1 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 would be direct discrimination;

1.2 because of their association with another person who has a Protected Characteristic. For example, treating a member of staff less favourably because they have a disabled child or harassing or victimising a pupil because a sibling is disabled. (**Discrimination by association**); or

1.3 because they are perceived to have a Protected Characteristic. For example, treating a member of staff or pupil less favourably because they are believed to be (but may not actually be) homosexual. (**Perception discrimination**).

2 **Indirect discrimination:** occurs where an individual with a Protected Characteristic is subject to a provision, criterion or practice which, when applied to a group of people, puts them (and others who share the characteristic) at a particular disadvantage because of a Protected Characteristic, and it cannot be shown to be a proportionate means of achieving a legitimate aim. 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 the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

4 **Harassment**: occurs if a person engages in unwanted conduct related to a relevant protected characteristic 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. Such conduct may also be related to an individual's perceived protected characteristic or to the protected characteristic of someone associated with the individual.

5 **Victimisation:** occurs when a person subjects another to a detriment because they have committed a “protected act”, or because it is believed they have committed or are going to commit a “protected act”. A “protected act” is:

5.1 Bringing proceedings under the Equality Act 2010;

5.2 Giving evidence or information in connection with proceedings under the Equality Act 2010, regardless of who brought those proceedings;

5.3 Doing any other thing for the purposes of or in connection with the Equality Act 2010; or

5.4 Alleging (whether expressly or otherwise) that the perpetrator of the victimisation, or another person, has contravened the Equality Act 2010.

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 suitable arrangements for pupils who request to wear a particular form of dress or have dietary requirements because of their religion or belief. Making spaces for prayer and following the School's Attendance Policy in respect of requests relating to religious observance.
- Where required, providing information in the parent's 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's *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 making reasonable adjustments to physical access, language barriers (including BSL), information in suitable formats (within the principle of reasonable adjustments)?
- Is the school able to provide reasonable additional support to 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 consider emotional and mental wellbeing in relation to diversity?
- Are all groups of pupils encouraged to participate in school life and/or the wider 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 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?