

Equality, Diversity and Inclusion Policy

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This policy includes detail relating to the following areas: disability; race equality; equal opportunities; and equality, diversity and inclusion.

Context

Prepared with regard to:

- The Equality Act 2010 (inclusive of Schedule 10) and the Public Sector Equality Duty 2011;
- The Children's Act 1989;
- The Human Rights Act 1998;
- The Sex Discrimination (Gender Reassignment) Regulations 1999;
- The Special Educational Needs and Disability Code of Practice: 0–25 years (Department for Education and Department for Health, January 2015) and the Education (Independent School Standards) (England) (Amendment) Regulations 2014.
- The Data Protection Act 2018.
- The General Data Protection Regulations (GDPR) 2018, and Data Protection Act (DPA) 2018

This policy applies to:

- The whole school, along with the out of school care including extra-curricular activities and all other activities provided by the school, inclusive of those outside of the normal school hours.
- All staff (teaching and support), pupils, visitors within the school, volunteers, governors and external contractors and providers hired by the school.
- In our school, the term 'staff', in the context of safeguarding, is inclusive of all staff, and is also inclusive of students on placement, contractors, agency staff, volunteers, the Proprietor and governors.

Related Documents:

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Curriculum, Teaching and Learning Policy
- First Aid Policy
- Health and Safety, Risk Assessment and Welfare Policy, and related procedures
- SEND Policy
- Online Safety Policy
- PSHEE Policy

Equality, Diversity and Inclusion Policy

Published: September 2023

Reviewed: August 2025

Next review: September 2026

- RSE Policy
- Safeguarding Policy
- Safer Recruitment Policy
- Staff Code of Conduct

Availability

This policy is made available to parents, staff and pupils in the following ways: via the school website, within the Parent Portal and on request a copy may be obtained from the school office.

Monitoring and Review

This policy is subject to continuous monitoring, refinement and audit by the Head, who undertakes a formal annual review of it.

A particular focus is given during the monitoring of the ethnic and gender composition of the existing workforce and of applicants for jobs (including promotion) and the number of people with disabilities within these groups, and the policy is reviewed in accordance with the results shown by the monitoring.

Information provided by job applicants and employees for monitoring purposes is only used for these purposes and is dealt with in accordance with the Data Protection Act 2018.

Aims

The policy exists to ensure that all the provisions of relevant equality laws, and the recommendations of associated codes of practice, are fully observed throughout all areas of Radnor House. Our duties under the Equality Act 2010 include dealing with issues related to pupils and staff with special educational needs/disabilities and making reasonable adjustments for these pupils and staff. This has implications for the school's Admissions Policy and Safer Recruitment Policy.

We aim to create and protect a learning environment free from any forms of discrimination, victimisation or harassment. Radnor House seeks to celebrate every individual, supporting them to make the most of their talents regardless of age, disability, gender, gender identity/reassignment, race, religion or belief, social or ethnic background, nationality, colour, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity. Unacceptable behaviour relating to each protected characteristic, for example transphobia, biphobia, homophobia, racism, sectarianism, islamophobia, and so on, will not be tolerated by the school.

Schedule 10 of the Equality Act 2010

Equality, Diversity and Inclusion Policy

Published: September 2023

Reviewed: August 2025

Next review: September 2026

Schedule 10 of the Equality Act 2010 requires the Governors of Radnor House Prep to have an Accessibility Plan, in writing, which is kept over a prescribed period (currently 2023 to 2026 inclusive). Purpose and aims of Radnor House Prep's Accessibility Plan:

- Increasing the extent to which disabled pupils and staff can participate in the school's curriculum.
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled; the delivery must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

The Accessibility Plan must be implemented by the Board of Governors, who must have regard to the need to allocate adequate resources for implementing the plan. The plan must be kept under review during the period and, if necessary, be revised.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Learning Differences: Special Educational Needs and Disability (SEND) Policy

The Radnor House Prep Learning Differences SEND Policy includes:

- an explanation of how the individual needs of all children are met, including how children who are disabled or have special educational needs (SEN) are included, valued and supported, and how reasonable adjustments are made for them;
- an explanation of the role of the Head of Learning Support and the Assistant Head of Learning Support;
- arrangements for reviewing, monitoring and evaluating the effectiveness of inclusive practices that promote and value diversity and difference;
- how inappropriate attitudes and practices are challenged; and
- how the provision encourages children to value and respect others.

Radnor House Prep is committed to a policy of equality of opportunity in respect of all its members. To this end, we take steps to ensure that pupils appreciate racial and cultural diversity, and avoid racism. Fundamental to its life as a school community is the belief that all individuals, regardless of age, gender, gender identity/reassignment, social or ethnic background, nationality, race, colour, religious affiliation, physical or other disability or sexual

Equality, Diversity and Inclusion Policy

Published: September 2023

Reviewed: August 2025

Next review: September 2026

orientation are of equal value. In order to ensure that our school community is one in which these values flourish, Radnor House Prep is guided by the following principles in relation to equality. Personal, Social, Health and Economic Education (PSHEE), including Social, Moral, Spiritual, Cultural (SMSC) Education, instructs all aspects of school life.

Recognising and Respecting Diversity

Treating everyone with respect and consideration does not mean treating everyone identically. We are committed to valuing each member of our school community as an individual, responding to their unique life experiences, circumstances, and needs with a personalised and differentiated approach.

We actively recognise and address the challenges people may face and are dedicated to identifying and eliminating all forms of discrimination related to:

- Disability
- Ethnicity, including religion, belief, or faith background
- Sexual orientation
- Sex, including gender identity and reassignment
- Gender
- Pregnancy and maternity
- Age
- Marriage and civil partnership

The Governors avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Person and job specifications are limited to those requirements necessary for the effective performance of the job. Candidates for employment or promotion are assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments do not form the basis of employment decisions except where necessary. Under the Equality Act 2010, employees at Radnor House are protected from age discrimination in all aspects of their employment including recruitment, employment terms and conditions, promotions and transfers, training and development opportunities, and dismissals.

Radnor House fully acknowledges its moral duty (as related to the United Kingdom's Race Relations Act, 1976, Section 1) to promote equality of opportunity and good relations between members of different racial groups and it positively welcomes any communal or educational opportunities afforded by the school's cultural and religious diversity. All members of the school, whether of the pupil body, teaching or support staff, deserve to be treated with dignity and respect and with a sensitive understanding of their religious, cultural and racial differences and of the consequences thereof. Racially abusive language by children and young people or staff is

Equality, Diversity and Inclusion Policy

Published: September 2023

Reviewed: August 2025

Next review: September 2026

not tolerated. If racial, religious or cultural elements are discovered to be present in incidents of bullying, these must be acknowledged and challenged. Racially abusive language by staff or children and young people is a matter for disciplinary action.

Special leave for religious reasons is not unreasonably refused by the school. Applications for such leave should be made in writing to the Head, giving at least a month's notice where possible. Any special leave granted will be treated as unpaid leave; part-time employees may be given the option of making up lost time, if this would benefit the school.

School lists are organised chronologically or alphabetically, rather than by gender, unless this is required by an outside agency for a particular purpose. Equal opportunities are considered when grouping children for activities. This may involve specific grouping to ensure that every child participates fully, for example by attainment. Each child is given opportunities to exercise responsibility within the classroom or the school, with care taken regarding stereotyping of roles. We see boys and girls as both carers and leaders. When lining up, boys and girls are mixed within their own class. A quiet area in the Gallery is provided for those who prefer less boisterous activities at break times.

Inclusion

It is a primary aim of our school that every member of the school community feels included, valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. School policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels included, happy, safe and secure.

Our policies and practices should work to ensure that relations between different individuals and identity groups within school are positive, cordial and tolerant.

Our approach includes the promotion of:

- Positive attitudes, knowledge and understanding towards disability.
- Positive attitudes, knowledge and understanding of different ethnicities, cultures, religions, races and nationalities.
- Positive attitudes and mutual respect between girls and boys, women and men, and an intolerance of any sexual, homophobic, biphobic or transphobic or gender-based prejudice.

We welcome all applicants to join the school, whatever the background or physical disability of a child. We also seek to ensure that people with disabilities are not discriminated against when applying for jobs at our school. We take all reasonable steps to ensure that the school environment gives access to people with disabilities. So, for example, all children have access to

Equality, Diversity and Inclusion Policy

Published: September 2023

Reviewed: August 2025

Next review: September 2026

the full range of the curriculum, and regulations regarding school uniform are applied equally to boys and girls. If a child's religion affects the school uniform, the school will deal with each case sensitively and with respect for the child's cultural traditions.

We celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping are caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

We recognise and address inequalities and barriers that already exist, aiming to foster an environment in which inequalities in any form are not manifest in our community. We will, however, commit to recognising any forms of inequality that do arise and work to combat these in the most effective manner possible.

Anti-Racism

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

The following are some ideas on how racism can be combatted:

- pupils' names should be pronounced correctly, and nicknames should be the prerogative of the nicknamed;
- attention should be paid to spelling names correctly at all times;
- literature in school should include names from a wide variety of cultures;
- racist language must be categorically rejected;
- racial stereotypes should never be used or allowed; those in classical literature must be made explicit to pupils and contextualised;
- bi-lingual pupils and parents must be allowed to nominate an interpreter when necessary;
- lack of fluency in the English language should not be used as an indication of academic potential.

Sex / Gender /Transgender Discrimination

- no pupil should be excluded from receiving the curriculum on the basis of their sex /

Equality, Diversity and Inclusion Policy

Published: September 2023

Reviewed: August 2025

Next review: September 2026

gender;

- no privileges must be reserved for pupils on the basis of their sex / gender identity/reassignment;
- we promote diversity through a programme of specific literature in the school library;
- we provide support to pupils and staff to help them through their transition (social transition is
- choosing to live your life as your preferred gender/medical transition is the process by which a transgender person takes steps to physically alter their body) or gender identity questioning; enable staff development and support; and liaises with parents and other agencies (as appropriate);
- we make provision for continuous professional development with reference to gender identity and young transgender people;
- we have an understanding of current legislation, research and philosophy on promoting an inclusive environment for all pupils, including the Equality Act 2010;
- we access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development.

Class Discrimination

- assumptions should not be made about pupils' home circumstances or potential based on social class;
- pupils must be allowed to talk in their natural dialect as and when they need to;
- direct speech in children's work may reflect dialect, particularly in the lower school before punctuation differentiates speech in written work.

Principles

The wider community and society should benefit from our policies and practices. We intend that our policies and practices contribute to the creation and maintenance of a diverse, tolerant and socially cohesive community. We view Radnor House as playing a part in the creation of such communities at a school, local, regional and national level. We aim to encourage the active participation of all individuals and groups in society and in public life, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. We intend to promote a society in which discrimination, victimisation and harassment on the basis of any perceived difference is not tolerated.

All learners are valued, and their contributions recognised. Pupils are supported and encouraged to maximise their potential and to contribute fully to all areas of school life. Contributions are regularly recognised: on a small scale, through regular verbal and written feedback by teaching staff; on a larger scale, through end-of-term prizes which include academic, theatrical, dramatic and sporting achievement, as well as dedication to the school values of courage, excellence, perseverance and respect.

Equality, Diversity and Inclusion Policy

Published: September 2023

Reviewed: August 2025

Next review: September 2026

We aim to give every pupil a sense of achievement and fulfilment regardless of disability, ethnicity, culture, national origin, national status, sex, gender, religious or non-religious affiliation, sexual orientation or gender identity.

Mindful of our tradition within the Christian community of the British Isles, we are also fully committed to the fundamental ethical principles of:

- consideration for others;
- awareness of the importance and celebration of each and every individual within the school community;
- the need to respond generously to the needs of those less economically fortunate than ourselves.

School assemblies will cover themes of shared concern and are not biased in respect of any religion, denomination or gender. Just as cultural and religious diversity within the school community is to be valued, so it is important that the life and direction of individual religious groups should be supported within the context of Radnor House Prep School.

Procedures for Addressing Discriminatory Behaviour Definitions

Discrimination: treating one person less favourably than another on the grounds of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, marital status or sexual orientation.

Harassment: any unwanted conduct which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It can be persistent or isolated and includes behaviour which induces anger, stress, anxiety, fear or sickness on the part of the person being harassed. It can be physical, verbal, direct or indirect, and can include gestures, intimidation, unwelcome remarks, suggestions, propositions, malicious gossip, jokes and 'banter'. In addition, non-verbal harassment can include offensive literature, pictures, graffiti, isolation, non-co-operation or unwelcome physical conduct. The school does not tolerate any form of harassment or bullying: such behaviour is totally unacceptable and the school looks to support any employee who is suffering from harassment. The school strives to provide a neutral working environment in which no one feels threatened or intimidated.

Victimisation: treating one person less favourably than another on the grounds that that he or she has brought discrimination proceedings, given evidence or information regarding discrimination proceedings or alleged discrimination, or because he or she intends to do any of these acts.

Unwanted Behaviour: anyone who feels they have been discriminated against, harassed or victimised in breach of the principle of equal opportunities set out above, is entitled to

Equality, Diversity and Inclusion Policy

Published: September 2023

Reviewed: August 2025

Next review: September 2026

complain using the procedures set out below.

Informal Resolution of Discriminatory Issues

Stage 1: You should speak or write to the individual concerned informing him or her that their behaviour is unwelcome.

Stage 2: If the unwanted behaviour continues, you should ask the Head to speak to the person concerned. If the person concerned is the Head, you should ask the Governors to speak to the Head.

Stage 3: If the unwanted behaviour continues, you should keep a record of any relevant incidents and consider taking formal action as set out below.

Formal Procedure for Dealing with Discriminatory Behaviour

Formal Notification: If you feel that the informal procedure has not stopped the unwanted behaviour or that the behaviour is too serious to be resolved by using that procedure, you should follow the formal parts of the school's Grievance Procedure. You are entitled to an appeal against any decision in accordance with the Grievance Procedure. Under the Grievance Procedure, any grievance is investigated thoroughly by an impartial member of management. Where possible, the member of staff complaining of harassment or discrimination will be kept anonymous. Any mischievous, vexatious or malicious claims of harassment of any nature will be regarded as gross misconduct.

Roles and Responsibilities

All staff and stakeholders should recognise that they have a specific role and responsibility in their day-to-day work to:

- promote equality, inclusion and good community relations;
- challenge inappropriate language and behaviour;
- tackle bias and stereotyping;
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these.

Every employee is required to assist the Governors and the whole school to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination.

Employees should be aware that they can be held personally liable as well as, or instead of, the Governors for any act of unlawful discrimination. Employees who commit serious acts of

Equality, Diversity and Inclusion Policy

Published: September 2023

Reviewed: August 2025

Next review: September 2026

harassment may also be guilty of a criminal offence.

Acts of discrimination, harassment, bullying or victimisation against employees or parents and their families are disciplinary offences and are dealt with under the school's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.

The Role of the Head

The Head will:

- implement the school's equal opportunities and anti-racist policies;
- ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations;
- ensure that all recruitment and selection processes give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities;
- promote the principle of equal opportunity when developing the curriculum and promote respect for other people in all aspects of school life, for example in assembly, where respect for other people is a regular theme, and in displays shown around the school;
- treat all incidents of unfair or racist treatment with due seriousness

The Role of the Class Teacher

The Class Teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child. When selecting classroom material, the Class Teacher should pay due regard to the sensitivities of all members of the class and not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. For example, history topics in our school include examples of the significant contributions women have made to developments in this country's history, and in geography topics, the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents appropriately and draw them to the attention of the Head.

Equality of Opportunity: Employment Code of Practice

Radnor House is an equal opportunities employer and aims to implement best practice in this area.

Equality, Diversity and Inclusion Policy

Published: September 2023

Reviewed: August 2025

Next review: September 2026

The school follows best practice in staff recruitment, retention, Continuing Professional Development (CPD), and cessation of employment. All policies and practices adopted by Radnor House Prep should be of benefit to employees and potential employees, in all areas of recruitment, promotion, retention, CPD, discipline, dismissal and redundancy. Employees and potential employees should receive equal opportunities in these areas, regardless of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability or sexual orientation. As relevant, employees and potential employees should be given equal opportunities regardless of pregnancy, maternity, marriage/civil partnerships.

Being a committed equal opportunities employer, the school takes every possible step to ensure that employees are treated equally and fairly in respect of these matters, be they staff or pupil, and the school challenges stereotyping and prejudice whenever it occurs.

The school provides support to staff and pupils to help them through their transition/gender identity / reassignment (social transition is choosing to live your life as your preferred gender; medical transition is the process by which a transgender person takes steps to physically alter their body) or gender identity questioning; enable staff development and support; and liaises with other agencies as necessary.

All policies and practices conform to the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline and dismissal, and redundancy.

Equality in Recruitment

All newly created posts are normally advertised externally in the national press, and/or in local press, and/or in specialist journals as appropriate to the position in question. Our aim in doing this is to encourage suitable applicants from a broad range of backgrounds. In observing equal opportunities practice, Radnor House Prep also makes clear in employment advertisements and application packs our exemption under the Rehabilitation of Offenders Act as part of our safeguarding commitments. Medical information is only requested following an offer of employment.

Selection of Candidates

We clearly define requirements for selection in advertisements or job descriptions sent to candidates as part of the employment application process. Selection criteria for employment are objective, job-specific and carefully assessed as necessary to the fulfilment of the position.

Interviewing and short-listing are carried out in a consistent and fair manner across all positions and departments within the school, in order to ensure an equitable and non-discriminatory practice. Selection methods for interviewing and shortlisting are objective and directly relevant to the nature of the vacant position. Interviewing is only be carried out by suitably qualified and prepared panels of staff.

Equality, Diversity and Inclusion Policy

Published: September 2023

Reviewed: August 2025

Next review: September 2026

Employee Training and Development

Radnor House is committed to equality of opportunity in terms of access to Continuing Professional Development (CPD) and training to increase employees' knowledge, skills and professional awareness in order that they are more readily able to fulfil their full professional potential.