



**Fettes College Preparatory School**

**Equality, Diversity & Inclusion  
Policy  
2021-2022**

Updated February 2022

Review Date September 2022

**Responsibility: Pastoral Leadership Team**

# Equality, Diversity & Inclusion Policy

Fettes College aims to nurture the individual while fostering a happy, well-ordered and caring community. The aims of the School clearly state that we are committed to providing equal opportunities to all our students and staff, inclusive of age, race, religion or belief, disability, marriage and civil partnership, gender reassignment, pregnancy and maternity, sex or sexual orientation (Equality Act, 2010). The School is therefore committed to establishing a safe, inclusive, equitable and welcoming environment for all members of our community. All pupils ought to feel that they belong to the School, are safe, equally valued and are offered the best education we can provide.

## I. Introduction

i. Fettes College (including the Preparatory School) is committed to promoting and celebrating a positive, diverse and inclusive culture in which all staff and students are valued and supported, in order that everyone can thrive and meet their full potential. Therefore, we are committed to addressing any culture, policy or practice that denigrates, labels or stereotypes students on the basis of their real or perceived differences connected to the nine protected characteristics (Equality Act, 2010). All language or behaviour that incites prejudice, discrimination, bullying or harassment is not tolerated. This policy should be read in conjunction with the School's Counter-Bullying policy. Staff should refer to the Staff Equality and Diversity Policy.

ii. The Equality, Diversity and Inclusion Policy is available on the College website ([www.fettes.com/about-us](http://www.fettes.com/about-us)) and can be made available to individuals on request.

iii. The Preparatory School seeks to fulfil this aim of promoting and developing inclusion and equality by:

a. sharing its commitment to equality and diversity with every member of its community, through the PSHE programme, whole school assemblies and updates to staff;

b. ensuring all staff consider the diversity and inclusion of all students for whom they have responsibility and develop positive relationships with these young people, based on adequate training and resources, which shall be reviewed yearly;

c. ensuring that all policies are monitored, evaluated and reviewed to take sight of this policy, as appropriate, by the Fettes Prep Equalities Group, working in conjunction with the Academic Leadership Team, Pastoral Leadership Team, and Senior Management Team.

## 2. Responsibility

i. The Governors, Head and Senior Leadership Team have responsibility for ensuring that the School operates within the legal framework for equality and for implementing the policy throughout the School. For the Preparatory School, this chain of responsibility is reflected in The Governors, Headmaster, and Senior Management Team.

ii. It is the responsibility of all staff to:

- a. treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- b. support and participate in any measures introduced to promote equality and diversity, including, but not limited to, delivering and learning from the PSHE programme where appropriate, attending staff training, and developing their own professional learning.
- c. actively challenge discrimination and disadvantage in accordance with their responsibilities, using their knowledge of the all Prep School policies to aid them;
- d. report any issues associated with equality and diversity in accordance with this policy to the Senior Management Team, or Human Resources.

### 3. The Legal Framework

- i. Discrimination can take the following forms:
  - a. Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic.
  - b. Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.
  - c. Indirect discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.
  - d. Discrimination arising from disability occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.
  - e. Harassment occurs when a person is subject to *“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”*.
  - f. Victimisation occurs 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.

### 4. Aims and Values

- i. The aims of this policy and the wider School aims are to:
  - a. Eradicate discrimination, harassment and victimisation by eliminating any culture, policy or practice that denigrates, labels or stereotypes students on the basis of any protected characteristics (Equality Act, 2010);
  - b. To be proactive in providing a secure environment in which all students feel safe, valued, have a sense of personal worth and are thoughtful and considerate of the needs of others;
  - c. To actively promote anti-discriminatory practice by:
  - d. advancing equality of opportunity between persons who share a relevant protected characteristic and those who do not share it;
  - e. fostering good relations between those who share a protected characteristic and those who do not;

- removing or minimising disadvantages suffered by persons who share a relevant protected characteristic;
- taking steps to meet the needs of pupils who share a protected characteristic if their needs are different to those who do not share that characteristic;
- encouraging persons who share a protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low, by tackling prejudice and promoting understanding;
- challenging discrimination in all its forms, ensuring that incidents help to inform and improve staff training and policy.

To achieve these aims, the School will take a strategic approach to the promotion of equality and inclusivity, and the way in which policies and procedures are implemented by:

- a. Valuing diversity of every kind within the whole school community and proactively taking steps to show that diversity is valued;
- b. Ensuring all staff are aware of their responsibilities to actively promote equality of opportunity;
- c. Ensuring all staff have ongoing professional training to develop awareness, knowledge, skills and attitudes necessary to deliver an anti-discriminatory curriculum and to identify and address any issues that may arise;
- d. Ensuring that educational resources, classroom materials, the curriculum and extra-curricular opportunities are inclusive;
- e. Ensuring staff seek to understand and provide for the individual needs of the students through the tutor-tutee relationship, the tutorial programme and the PSHE programme in accordance with the principles of Getting it Right for Every Child (GIRFEC).
- f. Monitoring the admissions process and the diversity of applicants to the School.
- g. Monitoring the progress of pupils with protected characteristics, to ensure that opportunities are equitable;
- h. Ensuring that methods of communication reflect and accommodate the diversity of the wider school community;
- i. Removing disadvantage and discrimination of any kind, including that which may have been historically practised and perhaps previously even considered to be acceptable;
- j. Ensuring it regularly monitors, reviews and evaluates the effectiveness of inclusive practices and examines the effect of school policies and procedures on all staff, pupils and parents to ensure that they are implemented and adhered to, and make appropriate adjustments to policies and practice as necessary.

### Admissions Policy

Fettes College undertakes to treat every application in a fair and equal way. It takes cognisance of the School's Equality, Diversity and Inclusion Policy and accepts applications from all students, being mindful of those with protected characteristics under the Equality Act 2010.

Fettes College is happy to receive applications from disabled students and those with additional support for learning needs. Decisions about whether the School can support them adequately are made on an individual basis, but the School undertakes to make all reasonable adjustments.

#### Religious Belief

Although the School's religious ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths and none.

#### Reasonable Adjustments

The School has an ongoing duty to make reasonable adjustments for disabled pupils to ensure they do not suffer a substantial disadvantage in comparison to non-disabled pupils. The School will inform and consult with parents about what reasonable adjustments, if any, the School is able to make for their disabled child. The School will carefully consider any proposals for auxiliary aids and services in light of the pupil's impairment(s) and the resources available to the School. In accordance with its duty, the School will make reasonable adjustments (in consultation with the individuals involved) for staff or students who are gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

The School is not legally required to make alterations to the School's physical environment as part of the reasonable adjustments duty. However, the School monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any substantial disadvantage caused to disabled pupils. The School has an Accessibility Plan in place which can be made available upon request.

#### Monitoring and Complaints

This policy is reviewed on an annual basis to evaluate its effectiveness and eliminate unlawful discrimination. Anyone who feels that the School has breached this policy should appeal in accordance with the School's Complaints Policy.

Updated February 2022

Review Date September 2022

**Responsibility: Pastoral Leadership Team**



**Fettes College Preparatory School**