



Fettes College Preparatory School

**Diversity, Equity & Inclusion
Policy
2022-2023**

Updated August 2022

Review Date August 2023

Responsibility: Pastoral Leadership Team

Diversity, Equity & 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 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 language or behaviour 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 Diversity, Equity and Inclusion Policy is available on the College website (www.fettes.com/about-us) and can be made available on request.
- iii. The College 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;
 - b. ensuring all staff are thoughtful about the students for whom they have responsibility and develop positive relationships with these young people;
 - c. ensuring that all policies are monitored, evaluated and reviewed to take sight of this policy, as appropriate.

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.
- 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;
 - c. actively challenge discrimination and disadvantage in accordance with their responsibilities;
 - d. report any issues associated with equality and diversity in accordance with this policy.

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. provide equal opportunities for all;
 - b. eliminate unlawful language or behaviour that denigrates, labels or stereotypes students on the basis of any protected characteristics (Equality Act, 2010);
 - c. eliminate any unlawful language or behaviour that denigrates, labels or stereotypes students on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language;
 - d. provide a secure environment in which students feel safe, valued, have a sense of personal worth and are thoughtful and considerate of the needs of others;
 - e. help students to develop a clear sense of right and wrong, equipping them for life beyond Fettes;
 - f. actively challenge discrimination in all its forms and ensure that every member of the Fettes community learns from these experiences;
 - g. comply with the School’s obligations as set out in the Equality Act 2010.
- ii. To achieve these aims the School will:
 - a. ensure all staff are aware of their responsibilities to promote equality of opportunity and will have ongoing professional opportunities to develop awareness, knowledge, skills and attitudes necessary to deliver a non-discriminatory curriculum and to identify and address any issues that may arise;
 - b. engage with Inclusion Labs, an external organisation, to develop specific action plans to embed inclusion into all we do;
 - c. ensure that educational resources are inclusive and respectful of the diverse nature of society;
 - d. ensure staff seek to understand and provide for the individual needs of the students through the tutor-tutee relationship, the tutorial programme and the well-developed PSHE programme in accordance with the principles of Getting it Right for Every Child (GIRFEC). The latter aims to educate the community about the importance of inclusivity in a creative and effective way, utilising effective outside speakers and appropriately trained staff;
 - e. monitor the admission and progress of pupils from different backgrounds;
 - f. ensure it monitors, reviews and evaluates the effectiveness of inclusive practices.

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.

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