



P13 – Equality, Equity, Diversity and Inclusion

Policy Owner: Head of Group

ISSR Reference: 17a Equal Opportunities, 17b Accessibility plan

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Version Control Information

Reason for Amendment	Role	Date	Main Changes
Annual review	Head of St Dunstan's Education Group	Michaelmas 2024	New template New group-wide policy Title change to Equality, Equity, Diversity and Inclusion

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1. Aims

St Dunstan’s Education Group believes that diversity adds value to our organisation through the culture it engenders; one that champions creativity, encourages open-minded and principled thinking, and supports the wellbeing of our whole community. Our vision is to be ambitious and forward-thinking in our approach to equality, equity, diversity and inclusion (EEDI), and to lead sector-wide conversations about how it can be better enhanced within our schools. The Equality Act 2010 underpins all we do within our community.

We aim to ensure that:

- the diversity of our pupil and parent community remains high and does not disconnect from the diversity of our south-east London setting.
- the demographics of our staff at all levels of the organisation, including the governing body, represent the diversity of the pupils and families we serve.
- our curriculum reflects the diversity of our community and ensures that everyone feels part of an inclusive learning environment.
- our education enables pupils to fully understand the value of diversity and the importance of the Equality Act 2010.
- policy and practice oppose all forms of unlawful or unfair discrimination as defined in the Equality Act 2010
- pupils and staff are trained in the Equality Act 2010 and anti-discrimination, and fully understand the reporting structure for any incidents of discriminatory behaviour, as well as how such incidents will be treated.
- all forms of discriminatory behaviour are treated seriously and robustly by having clear processes in place to encourage reporting.
- we have a wide range of outreach programmes to celebrate diversity and promote equality and equity as well as connecting us with our wider community.
- we market our achievements and share best practice across the sector.
- our accessibility plans ensure that any person with a disability is not put at disadvantage by way of their access to our estate and the educational opportunities within a school. Applying

to current and prospective pupils and staff, as well as any visitors to the site, including those with special educational needs, and those with temporary or permanent disability, these plans include the measures we take to ensure people can easily move around our buildings, as well as covering the assistance we put in place to ensure, in so much as is reasonable, equality of opportunity is provided for disabled prospective and current pupils and staff.

This policy is applicable to all staff, pupils, parents, carers and visitors

2. Legislation

This policy is based on best practice and advice from a range of guiding bodies both within our Sector and beyond it, and is informed, in particular, by the following legislation:

- The Equality Act 2010

3. Roles and responsibilities

3.1 St Dunstan's Education Group Governors

The governing body has ultimate responsibility for EEDI but will delegate day-to-day responsibility to the Head of St Dunstan's Education Group (Head of the Group) who in turn line manages the Heads of each school. This policy reflects that structure.

The governing body has a duty to:

- Review this policy annually and ensure it adheres to the ISSRs
- Ensure that each school follows what is articulated within this framework

One of the Board is assigned the role of link-governor for EEDI and is expected to undertake regular visits to each school to reassure the Board that we are adhering to our aims in this regard.

3.2 The Head of the Group

The Head of the Group is responsible for ensuring that this policy is enacted within each of the schools. This involves:

- Meeting with each of the respective Heads and professional services leads regularly and discussing progress within each area of our EEDI strategy
- Chairing meetings of the DET and ensuring that sufficient time is given to cross-group EEDI strategy consideration
- Chairing meetings of the Heads to share best practice in the implementation of the EEDI strategy

3.3 The Heads of each school in the Group

The Heads of each school are responsible for appointing relevant lead teachers and ensuring that relevant and effective EEDI working groups / committees are in place.

3.4 Professional services leads

The leads for each professional services team are responsible for ensuring that appropriate areas of our EEDI strategy are being enacted within their teams.

3.6 Staff

Staff are responsible for undergoing annual training in EEDI and familiarising themselves with this policy.

3.7 Pupils and parents/carers

Pupils and parent/carers are responsible for understanding our policy on EEDI and recognising the important role that diversity and inclusion plays in our community as well as the principles of the Equality Act 2010 and the role it plays in guiding our strategy.

4. Policy content

4.1 Accessibility Plans

- Each school will have a detailed and responsive accessibility plan, outlining all the ways by which we seek to make each school site and operations more accessible to all members of our community, regardless of their individual needs, and in so doing create a culture of equity and inclusion.
- We seek to ensure that all buildings are physically accessible as far as possible. Where modification might not always be reasonably or financially viable, for example due to the nature of our historic buildings, reasonable adjustments are provided within the physical and practical limitations of each building across the estate.

4.2 EEDI Leads

- Each school Head is responsible for recruiting an EEDI lead with a commensurate responsibility allowance, to drive forward a vehicle for promoting EEDI across the school and working in partnership with pupils and staff.

- The post holder should be working with all stakeholders to ensure that there is an ongoing strategy in place to celebrate and promote the benefits of diversity, audit and improve diversity and its recognition, and seek to build a culture of equality and equity across the school.
- The EEDI Lead, in collaboration with the Head and by working with staff and pupils, will ensure that the overarching principles of this policy are being fulfilled within the context of their school setting and, in particular, ensure that the Equality Act 2010 is understood across the school community.

4.3 Vehicles for creating and delivering a school-base strategy

- Each school Head will work with their EEDI lead to organise the most effective vehicle or committee to take forward the development of a school-based strategy for EEDI and to deliver on it.
- In the St Dunstan's Senior School, this is undertaken via the St Dunstan's Diapason - an umbrella structure for a pupil-staff partnership. The Head of St Dunstan's Senior School chairs the St Dunstan's Diapason. It consists of five Pillars - Sexual orientation, Sex and gender, Race, Religion and belief, Disability - each Pillar has a staff and a student lead who will work with staff / student champions within each area of interest. The role of the leads is to hold regular meetings, both as individual staff / student groups, and together, as appropriate, to agree, implement and review an action plan, in agreement with the Head. Each pillar is encouraged to work alongside key charities and voluntary organisations, where appropriate, as well as with parents. The Diapason meets as a group at least once termly and this meeting will be Chaired by the Head. At this meeting, the Head will receive a report on the progress made by each Pillar, from the student and staff lead.
- Similar, but age-appropriate, committees are in place within the Junior Schools within St Dunstan's Education Group.

4.4 Curriculum

- We are committed to regularly reviewing our curricula in each of our schools to ensure that it is representative of and celebrates the full diversity of our community. Our curriculum is a tool for educating our community as to the benefits of diversity, our legal obligations under the Equality Act 2010, and the importance of equity for all.
- Our curricula ensure pupils value diversity in its fullest sense and are educated to understand their role in promoting a culture of inclusion and one that celebrates diversity and equity.

4.5 Co-curriculum

- Every effort is employed to ensure that all pupils, regardless of their needs, can fully participate in the extensive co-curricular programme across the group, including the programme of trips and visits.

4.6 Individual Pupil Needs

- Each school has a detailed range of policies relating to Individual Pupil Needs, including SEND and Medical, which aim to further enhance a culture of equity within each school.

4.7 Admissions

- In line with our admissions policies, SDEG does not discriminate against any pupil or parent whose child wishes to register for entry to one of our schools and welcomes enquiries and applications from all children. We are committed to the integration of pupils with a wide range of needs, and their involvement in the whole life of a school.
- The Group aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with SEN and disabilities. Every application from an SEN or disabled prospective pupil will be considered in a fair, open-minded way. However, schools will assess all pupils for admission on the basis of their standard selection criteria once all appropriate reasonable adjustments have been put in place.
- The Group endeavours to ensure that it can fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties must fully disclose any special educational needs or disabilities (diagnosed or undiagnosed) of their child at the time of registration. Parents may be required to discuss their child's requirements with the school before the school considers the application and / or before they sit the school's entrance assessments. Parents are asked to provide details associated with diagnosed or suspected SEN and disabilities including but not limited to, reports or communication with the child's current school, medical or educational psychologist's reports. This information should be received prior to the child taking the school's entrance assessment so that the school can consider what adjustments, if any, may be needed to the admissions process.
- All paperwork relating to SEN and disabilities for any child seeking admission to the school will be taken to an Adjustments Panel. The panel, chaired by the school's SENCo, will discuss the needs of that particular child and the evidence to support the adjustments. The Panel reserves the right to decide which adjustments are appropriate for the school's assessments and setting based on the information received and in line with the relevant SEND Policy and normal ways of working.

4.8 Examinations

- This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to
 - identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
 - requesting access arrangements
 - implementing access arrangements and the conduct of exams

4.9 Auditing and aligning our diversity with the diversity of the communities we serve

- We aim as an organisation to align our diversity with the pupil body we serve. This means that we routinely audit the diversity of our Governing Body and staff body to ensure that groups of pupils feel represented.
- Where there is misalignment, strategies are put in place for how we might seek to correct it.

4.10 Responding to breaches of policy

- All discrimination, bullying, victimisation and harassment will be challenged and followed up robustly. The Group has clear policies relating to this and will take appropriate and firm action where it is deemed that a pupil or staff members' behaviour has been discriminatory and is in breach of this policy.

4.11 People Plan – Recruitment

- The group will not discriminate against any applicant on the basis of any protected characteristic. The people plan seeks to create strategy that targets a diverse applicant pool.

4.12 People Plan – Training

- All staff must attend annual training to:
 - consider, clarify and develop their own perceptions of discrimination with regard to the full range of protected characteristics;
 - identify and explore the possibility of bias (including unconscious bias) and inequality in teaching, recruitment and line-management, and to exchange ideas about good practice which will enable them to reduce or eliminate these;
 - to discover, study and learn from good practice elsewhere; and
 - learn how best to support staff and pupils with disabilities
- The induction programme for new staff will include familiarisation with this policy and all staff will be trained in our obligations under the Equality Act 2010.

4.13 People Plan – Employees

- All employees with protected characteristics for which adjustments are reasonably required to optimise their working practice, are encouraged to have transparent and open dialogue with both their line manager and the people team.
- Where any employee sees evidence of discriminatory practice, they are encouraged to report this immediately, via their line manager, directly to the people team or via the Whistleblowing Policy.

5. Monitoring

This policy will be reviewed by the Head of Group annually.

At every review, the policy will be approved by the Full Governing Body.

6. Links with other policies

The following policies sit within the Equality, Equity Diversity and Inclusion:

- Exams Disability policy
- St Dunstan's College Accessibility Plan
- Rosemead Accessibility Plan

The following policies should be read in conjunction with this policy:

- SDEG HR policies
- SEND and Individual Pupil Needs policies
- Admissions policies
- Cocurricular policies
- Whistleblowing policy