



Fettes College

Diversity, Equity
& Inclusion Policy
2025/26

FETTES COLLEGE

DIVERSITY, EQUALITY AND INCLUSION POLICY

The School Aims state that our students should: “*feel valued and respected as individuals*” and “*feel safe, have a sense of personal worth, be thoughtful and considerate of the needs of others.*”

1. Policy Statement

As an organisation we endeavour to act with integrity, in the interests of others, with honesty and transparency. Equality of opportunity is fundamental to good practice in education, in which fair access to opportunities for all is a basic right. Fettes College is fully committed to eliminating unlawful and unfair discrimination and values the identities that a diverse community brings.

As a school we are well positioned to educate not only our students, but our staff and the communities we serve. It is our aspiration to build a culture where individuals are valued, understood and respected.

2. Responsibility

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.

It is the responsibility of all staff to:

- Treat colleagues, students and visitors with dignity and respect, and avoid demonstrating behaviours that may give rise to discrimination, harassment or victimisation.
- Support and participate in any measures in place to promote equality, diversity, inclusion and belonging.
- Actively challenge discrimination and disadvantage
- Report any circumstance in which this policy is breached.

3. The Legal Framework

This policy is informed by the Equality Act (2010), we accept the definitions of discrimination provided by this policy which can be found here: [Equality Act \(2010\)](#).

4. Aims of the Policy

- Develop an ethos which respects and values all people.
- Actively advance equality of opportunity.
- Prepare students to participate in a diverse society.
- Promote good relations and respect amongst the people within our community.
- Eliminate all forms of unfair indirect and direct discrimination, bullying, harassment, victimisation, or other oppressive behaviour.
- Deliver diversity, equality and inclusion through school policies, procedures, training, and practice.
- Make reasonable adjustments and do our utmost, within available resources, to remove barriers which limit or discourage access to school provisions or activities, including for those individuals who require Support for Learning (SfL) or have English as an Additional Language (EAL).

- Take effective action to provide encouragement and support to individuals and groups whose progress has been limited by protected characteristics, stereotyping and cultural and/or misconceptions.
- Monitor the implementation of equality and diversity within our schools.
- Ensure that our policies and procedures are fair, transparent and in line with our culture and ethos, and our legal and statutory responsibilities.

As a school we are committed to:

- Ensuring anyone with a protected characteristic as described within the Equality Act 2010 does not experience discrimination (e.g. age, disability, sex, gender identity/reassignment, gender dysphoria, transgender, pregnancy and maternity, race, sexual orientation, religion or belief, marriage and civil partnership or intersectional identity).
- Promoting equality and diversity in our policies, procedures and guidelines.
- Delivering a high quality education which meets the needs of our student population and workforce, ensuring that no individual or group is disadvantaged.
- Creating a sense of belonging which fosters good relations across all characteristics, this includes individuals or groups who have a protected characteristic(s) and those who do not.
- Encouraging people to bring their whole, authentic self to school and work, with the knowledge that at Fettes we value difference and diversity.

5. Equality Impact Assessments (EqIA)

EqIA are used to consider any direct or indirect impact a policy, practice or procedure, or a proposed change to it, might have on individuals or groups with protected characteristics. This evidence gathering approach allows assessments to be made on whether any unintended impact has occurred and assists with ongoing monitoring and evaluation. These assessments are designed to ensure transparency and consideration of equality issues. In the event that a risk has been identified, the risk will be assessed and addressed before the policy, practise or procedure can be signed off by the Senior Leadership Team.

Written records of all EqIA are kept centrally within the school and can be accessed by anyone upon request.

6. Fostering good relations

- We promote tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum, Chapels, House prayers and through the use of external speakers. This includes teaching in Personal, Social and Health Education (PSHE) and Tutor time, as well as in other curriculum areas.
- Talks in Chapel enable relevant issues to be shared with the whole school and students are encouraged to take the lead for such sessions – staff are also encouraged to participate to provide role models for students.
- We use Interfaith Week as an opportunity to invite local faith and non-faith leaders to speak to whole year groups.
- We have a number of student led groups to ensure representation of student voice around matters which affect them and impact their experience of education. These include Student Council, Fettes Voices, and Rights Respecting Schools ambassadors.

These groups are formed of students from a range of backgrounds and year groups.

- All students are encouraged to participate in the school's activities through clubs, games sessions and boarding house initiatives.
- Fettes considers the impact of significant decisions upon particular groups. For example, when a school trip or activity is being planned staff must consider whether the trip:
 - Cuts across any religious holidays
 - Is accessible for all students
 - Has facilities for all

A full risk assessment and, where appropriate an EqIA, is undertaken prior to any trip going ahead.

- Fettes aims to create a culture of acceptance, utilising INSET days and whole staff meetings to raise awareness and educate staff.
- The Diversity, Equality and Inclusion (DEI) team have an open door policy where any staff member (teaching or operational) or student can request a chat or meeting. The DEI Coordinators may act as an advocate for the individual acting upon the information provided in order to inform the wider Fettes community of improvements or required change in practice.

7. Monitoring and data

Fettes will monitor the admissions and progress of students from different backgrounds. This information will be used to monitor, review, evaluate and therefore inform inclusive practices in all areas of the school and boarding houses. This data will only be accessed internally and we will ensure that individuals are not identifiable.

8. Admissions policy

Fettes College undertakes to treat every application in a fair and equal way. It takes cognisance of the School's DEI Policy and accepts applications from all students, being mindful of those with protected characteristics. Fettes College is happy to receive applications from disabled students and those with 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.

9. Reasonable Adjustments

The School has an ongoing duty to make reasonable adjustments for disabled students to ensure they do not suffer a substantial disadvantage in comparison to non-disabled students. 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 student'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 students. The School has an Admissions and Accessibility Policy, which can be made available upon request.

10. 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.

11. 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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Updated: June 2025

Review: June 2026