

NP11.1 Equality, Diversity and Inclusion Policy

This document applies to the whole school including the EYFS

Executive Summary

At Newton Prep (the School) we value diversity and believe that equality and inclusion at our school should permeate all aspects of school life. The promotion of equality, diversity and inclusion is fundamental to the aims and ethos of the School. It must, like safeguarding, be the responsibility of every member of our school community.

The School recognises the benefits of having a diverse School community, with individuals who value one another, and the different contributions everyone can make. Pupils are taught to value and respect others. At Newton Prep we promote respect and a culture of tolerance and diversity. We ensure that every pupil and member of staff is given an equal opportunity to achieve their full potential.

By celebrating diversity and actively promoting equality, we want pupils and staff to feel valued, know that they are valued and respect others within a culturally inclusive environment. We aim to promote inclusion, actively tackle any form of discrimination and foster social cohesion in all aspects of school life. We actively seek to remove any barriers to access, participation, progression, attainment and achievement.

Associated Policies

This policy is available on the School website and is included in the Academic Staff Handbook and Staff Employment Manual. This policy works in conjunction with a range of the School's policies and procedures, including:

- Academic Staff Handbook
- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Standard Operating Procedure
- Curriculum Policy
- Employment Manual
- Exclusion and Required Removal Policy
- Low-Level Concerns Policy and Procedures
- Recruitment, Selection and Disclosure Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Whistleblowing Policy

Legislation and Guidance

This policy has been developed and reviewed in accordance with the principles established by government and other guidance, including:

[Keeping Children Safe in Education 2023](#)

[Equality Act 2010 \(updated May 2014\)](#)

[Statutory framework for the early years foundation stage \(March 2014, updated September 2023\)](#)

[Children and Families Act 2014](#)

[Working Together to Safeguard Children 2018 \(updated December 2023\)](#)

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Aims

The aims of this policy and the School's ethos as a whole is to:

- celebrate and value diversity in our School and in society as a whole
- create and maintain an open and supportive environment, free from discrimination
- eliminate unlawful discrimination on the grounds of any of the protected characteristics and remove or help to overcome barriers for pupils where they already exist
- actively promote equality, diversity and inclusion for all members of the School community
- comply with the School's equality obligations contained in the Equality Act 2010 (updated 2014)
- actively challenge discrimination and ensure that all members of the School community learn from these experiences
- embed equality and inclusion principles throughout staff recruitment and development, our curriculum and co-curricular provision
- include and value the contribution of all families and our wider community to our understanding of equality, diversity and inclusion
- foster mutual tolerance and positive attitudes so that everyone can feel valued within the School
- enforce that all discrimination on the grounds of a protected characteristic is unacceptable and will not be tolerated

Key Principles of our Approach

This policy applies equally to current and prospective members of the School community, which includes pupils, teaching and non-teaching staff, parents, carers, members of the School Council, supply staff, visitors and contractors.

All members of the School community are expected to comply with this policy and treat others with dignity at all times.

All parents are expected to support the aims of this policy and the School's ethos of tolerance and respect.

Staff at the School, particularly those working at a management level, have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the School with regard to equal opportunities.

The School is committed to a zero tolerance approach in relation to less favourable treatment on the grounds of any protected characteristic under the Equality Act 2010 (updated 2014).

Understanding and tackling the different barriers which could lead to unequal outcomes for any member of our School community who have protected characteristics, and celebrating and valuing the achievements and strengths of the School community, is the key to our approach.

The protected characteristics are defined as:

- age*
- sex
- disability
- Gender identity or reassignment
- Marriage or civil partnership*
- Pregnancy and maternity
- Race and ethnic origin, including colour
- Religion or belief
- Sexual orientation

*not applicable to pupils, as:

- age discrimination law does not apply to pupils;
- if one is under 18 years old one cannot legally get married in England or Wales. Before 27 February 2023, one could get married when aged 16 or 17.

Any behaviour, comments or attitudes (including 'banter') that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

Inclusion Within the Life of the School

No member of our school community should be made to feel uncomfortable because they differ from the majority. We aim to provide all of our pupils with the opportunity to succeed and to reach the highest level of personal achievement. Whilst it is acknowledged that the promotion of equality, diversity and inclusion is fundamental to the aims and ethos of the School and is everybody's responsibility, there are certain aspects of School life that warrant more detailed inclusion in this policy. The following sections provide information about how the School meets the aims of this policy and promotes equality, diversity and inclusion in our School context.

Educational services

The School affords all pupils access to educational provision including all benefits, services, and facilities, irrespective of any protected characteristic (subject to our reasonable adjustments duty and considerations of safety and welfare). The School will not discriminate against a pupil on the grounds of any protected characteristic by excluding them or subjecting them to any other detriment.

The School will:

- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- Endeavour to meet the needs of all children and ensure that there is no unlawful discrimination on the grounds of any protected characteristics

- Ensure that pupils with English as an additional language and pupils with an Education Health Care Plan receive necessary educational and welfare support
- Monitor the admission and progress of pupils from different backgrounds
- Challenge inappropriate and unacceptable discriminatory behaviour by pupils and staff
- Encourage children to work and play freely and have respect for all other pupils irrespective of any protected characteristic
- Offer all pupils access to all areas of the curriculum and a full range of extra-curricular activities
- Work with parents and external agencies where appropriate to combat and prevent discrimination in School
- Ensure that it reviews, monitors, and evaluates the effectiveness of inclusive policies and practices

The School recognises that discrimination may be direct, indirect, or arising from disability whether or not it was intentional. Harassment and bullying in all its forms (including cyberbullying) are unacceptable and will be dealt with in accordance with the School's Behaviour and Anti-Bullying policies.

Admissions

Newton Prep welcomes applications from candidates with as diverse a range of backgrounds as possible and is committed to valuing and treating everyone with tolerance and respect with an ethos of inclusion. The School treats every application for admission in a fair, open-minded and equal way in accordance with this policy and the School's Admissions Policy. As an academically ambitious school from Reception to Year 8, Newton Prep selects pupils by ability and aptitude, and each application will be considered on its merits in accordance with the School's selection criteria based on an applicant's ability and aptitude. The academic assessments and the observations made by the staff will contribute to a judgement as to whether a child is likely to flourish at Newton Prep. The School offers means-tested awards to pupils entering the Upper School (Years 3 - 8). The bursary programme (administered by The Newton Bursary Fund, a registered charity) is designed to make it possible for as many as possible of those who meet the School's admissions criteria to take up a place at Newton Prep.

The School accepts applications from, and admits, all prospective pupils irrespective of any protected characteristic.

Parents must inform the School when submitting the Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School so that we can consider what reasonable adjustments may be necessary to ensure that the child is not placed at a substantial disadvantage compared to other children. Although the School makes all reasonable adjustments to ensure that all children have a fair admissions process, it does not adjust the pass mark for pupils with disabilities. The School will not offer a place to a child with disabilities if, after reasonable adjustments have been considered, the School cannot adequately cater for or meet their needs.

Curriculum

Our curriculum is crucial to tackling inequalities for pupils and the principles of equality, diversity and inclusion are embedded in our academic curriculum, co-curricular programme and the wider teaching and learning in the School.

The curriculum will aim to:

- Normalise diversity in the content and examples used in lessons, assemblies and other teaching and learning activities
- Emphasise the contribution and achievements of all kinds of individuals and groups, actively challenging bias and stereotyping
- Reinforce the importance of embracing difference and look to provide opportunities for pupils to appreciate their own culture, ethnicity, religion and beliefs, and to celebrate the diversity of other cultures, religions and beliefs
- Monitor the use of resources, materials, educational trips and visits and other activities to avoid possible bias, reinforcing stereotypes and ethnocentric elements.

Learning Environment

There is a commitment to secure the best possible outcomes for all pupils, including those with a disability or special educational needs. At Newton Prep, we encourage all pupils to aim high, work hard and achieve their best and there is a consistently high expectation of all pupils regardless of their age, gender, race, disability, religion, ability, social background or sexual orientation. As a School, we recognise the impact that the learning environment has in creating an atmosphere of equality, diversity and inclusion. We consistently monitor and review the learning environment to ensure that:

- a range of teaching and learning methods are used throughout the School to ensure that effective learning takes place at all stages for all pupils
- all adults in the School are good, positive role models in their approach to all issues relating to equality, diversity and inclusion
- the displays around the School are of a high standard and reflect the diversity of school life
- all pupils have equal access to all facilities and resources, within the constraints of reasonable adjustments

Reasonable Adjustments for Pupils with Disability

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils, including during the admissions process. Where necessary, possible and appropriate, the School undertakes to make reasonable adjustments to the environment and resources to remove barriers to learning.

Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage in comparison to other pupils. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and the resources available to

the School. Further information on the School's reasonable adjustments duty can be found in the School's Special Educational Needs and Disabilities Policy.

The School has an Accessibility Plan in place which can be found on the School website and a hard copy can be made available upon request. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve 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; and improve the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

Pastoral Care

At Newton Prep, our community is based upon kindness, respect and tolerance. Our pastoral care promotes respect and understanding of ourselves and others and is underpinned by the belief that our community is strengthened by diversity. Our robust pastoral systems support every individual, irrespective of their differences, to ensure that all members of our School community feel that they belong. Our approach includes:

- a shared understanding across the whole School through the common language of the core values (Upper School) and Golden Rules (Lower School)
- an inclusive environment where everyone feels welcome, knows that their views and lived experiences are valued and listened to
- a recognition that all members of the community deserve appropriate levels of support to reduce the likelihood of discrimination and should they experience or perceive discrimination they will be treated with sensitivity
- encouraging pupils to celebrate their unique contribution to the School through pupil voice, positions of responsibility and participation in activities and events that are on offer
- using data from attendance records, rewards and sanctions and pastoral systems to ensure that pupils are not disadvantaged or discriminated against on the grounds of protected characteristics
- providing opportunities for pupils to acknowledge and celebrate the positive impact of diversity within the School and wider society through a broad and balanced programme of assemblies, class and year group discussions, visiting speakers, workshops and educational trips and visits

British Values

The governing body, through the senior leadership team, actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Partnership with Parents/Carers

The School welcomes parental involvement, working closely with parents and carers in partnership, to ensure that all pupils are able to achieve their potential. Examples of ways in which we aim to work in partnership with parents/carers include:

- encouraging an open and honest exchange of information between the School and families

- offering a variety of communication channels to meet the diverse needs of parents
- all parents/carers are encouraged to participate in the life of the School
- parents have opportunities to be Class Representatives and Committee members of the Parent Teacher Association (PTA) and this provides opportunities for the views of the wider parent community to be shared with the Chairman, Head and Senior Leadership
- Parents are encouraged to contact the School if they have any concerns relating to equality, diversity and inclusion

Links with the Wider Community

At Newton Prep, we acknowledge that community links enrich and enhance the learning and experiences of our pupils and staff and we recognise that visitors to the School or pupils going on educational visits in our local area play an important role in ensuring that different groups of pupils can see themselves reflected in the School community.

All visitors to the School, regardless of their reason for visiting, are expected to act in accordance with the principles of this policy. All members of the School community are expected to act in accordance with the principles of this policy when in contact with others on educational trips or visits outside of the School.

Staff supervising visitors in the School or on educational visits may need to support pupils with bias encountered and are expected to report this through the appropriate channels.

Staff

At Newton Prep, we recognise the important role that our staff play in the promotion of equality, diversity and inclusion matters. We will endeavour to provide:

- a balance of staff with differing experiences, cultural and social/economic backgrounds across the full range of roles within the School, wherever possible
- a commitment to encourage career development and aspirations for all
- staff with training and professional development opportunities that enable them to meet the obligations of this policy

Recruitment and Staff Development

Newton Prep is an equal opportunities employer. The School recognises the need for equality of opportunity in recruitment, retention and continuing professional development and acknowledges that the successful application of this policy is closely linked to the provision of relevant training for the staff community. The following aspects of staff recruitment, retention and development are particularly relevant to equality, diversity and inclusion:

- the School encourages applicants from all sections of the community and from a diverse range of cultures and backgrounds
- the School is committed to ensuring that the best possible staff are recruited on the basis of their merits, abilities and suitability for the role

- the School recognises that diversity within the staff body broadens the range of role models for pupils and the wider school community, helps others to overcome unconscious bias and has the potential to improve organisational change
- everyone who is involved in the School's recruitment and selection process receives the appropriate training to ensure good practice and procedures in all matters relating to equality and diversity
- equality and diversity training and an awareness of the School's equality policies and practices form part of the induction programme for new staff
- opportunities for staff to enhance and develop their skills, knowledge and abilities is available to all staff, irrespective of background or employment status
- staff are encouraged and supported to take responsibility for their own learning and development in matters pertaining to equality, diversity and inclusion
- the School will endeavour to respond to changing and emerging training needs and will equip staff with the skills and knowledge to challenge discriminatory practices and to promote inclusive behaviour

For further details about our recruitment and selection process and our commitment to staff retention and development, please refer to the Employment Manual and Recruitment, Selection and Disclosure Policy.

Discrimination

The School recognises that discrimination may be direct, indirect, or arise from disability and may or may not be intentional. Harassment and bullying in all its forms is not acceptable and will not be tolerated. Any incidents will be dealt with in accordance with our Behaviour and Anti-Bullying Policies.

All members of the School community are encouraged to challenge any unwanted attention, unwelcome or offensive remarks and any bullying behaviours towards themselves or others. All bullying relating to those with protected characteristics is referred to an appropriate senior member of staff (Head of Year or Deputy Head in the first instance). Such incidents are investigated thoroughly and reported to the Head. Incidents involving those with protected characteristics are highlighted in order to ensure effective monitoring and to enable lessons to be learned.

Responsibilities

It is the proprietor's responsibility to:

- ensure that the School complies with its equality obligations
- ensure that this policy is monitored, reviewed and updated regularly and is linked to other relevant policies and procedures

It is the Head and Senior Leadership Team's responsibility to:

- provide leadership and strategic vision in respect of equality, diversity and inclusion
- ensure effective implementation of this policy and procedures
- ensure that all visitors and members of the School community are aware of, and comply with, this policy

- actively challenge and take appropriate action in any cases of discriminatory practices in the School, whether this is by staff, pupils, parents, visitors or members of the School Council
- monitor school data to identify where bias may be playing a role in decisions or outcomes
- provide staff with relevant support and training to ensure that they are fully equipped to fulfil their responsibilities with regard to matters relating to equality, diversity and inclusion

It is the staff’s responsibility to:

- be a positive role model through inclusive and anti-discriminatory behaviours and a willingness to be reflective practitioners who are open to challenge
- support and participate in training and practices that promote equality, diversity and inclusion
- be alert to, actively challenge and report any forms of discrimination, victimisation, harassment or bullying
- promote an inclusive curriculum, identify and challenge bias and stereotyping in the curriculum and the School’s culture
- make reasonable adjustments that are effective in meeting the needs of pupils, staff and visitors

An employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

It is the pupils’ responsibility to:

- respect, value and celebrate the diversity of the School community
- positively promote inclusive and anti-discriminatory behaviour
- actively challenge any forms of discrimination, harassment or bullying and report such instances to ensure that they are dealt with in accordance with the School’s policies and systems

Monitoring and Review

This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure that appropriate steps are taken to eliminate discrimination. It is reviewed and updated annually by a member of the Senior Leadership team and the Human Resources Manager. The policy review is shared with the Chairman who is responsible for monitoring the effectiveness and implementation of this policy.

Review and Update Process

Last update	February 2024
Next update	September 2024