

# Sample EDI Policy

<b>Summary</b>	This policy sets out your commitment and approach to equality, diversity and inclusion in our school or trust.
<b>Purpose</b>	To ensure that all <b>school or trust</b> stakeholders are aware of this policy and its application in relation to equality, diversity and inclusion for all pupils and staff.
<b>Operational date</b>	
<b>Frequency of review</b>	Every year or when legislation changes
<b>Date approved by the Board of Governors/Trustees</b>	

## 1. Introduction

- 1.1.** **School or trust** is committed to creating and sustaining an inclusive culture and environment for the benefit of its employees, students, and the wider community.
- 1.2.** We recognise the value of diverse environments and strive to promote a culture in which all pupils, staff and members of the school community are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics.
- 1.3.** The principles of equality, diversity, and inclusion being at the heart of our school or trust, we expect all employees, pupils, caregivers and members of the wider community to treat and be treated equitably and with respect.
- 1.4.** **School or trust** believes that education (both formal and informal) is fundamental to equality of opportunity. It prepares young people for life and is a powerful influence on access to and advancement in employment. All young people should be able to learn and develop fully in a truly diverse and inclusive environment.

## 2. The aims of the policy are

- to set out our commitment to the tenets of equality, diversity and inclusion
- to promote equitable treatment within the **school or trust** for all members of the school and wider community
- to set out our commitment to strive for equal opportunities for all our students and staff
- to create and maintain an open and supportive environment which is free from discrimination
- to foster an environment where mutual tolerance and positive attitudes mean everyone can feel valued within the **school or trust**
- to actively promote and safeguard the welfare of children, staff and others who come into contact with the **school or trust**

This policy is closely linked to all other **school or trust** policies. It is our belief that equality and inclusion is central to all of our policies and that we maintain an ethos that welcomes diversity and promotes equal opportunities for all, ensuring all our pupils and their families feel valued and supported and making sure that equality and inclusion is evident in everyday school life.

## 3. This policy applies to:

- employees and prospective employees (job applicants and prospective job applicants) of school or trust
- former employees with regards to the provision of an employment reference
- all workers, contractors and sub-contractors; consultants; agency workers; employees seconded from other organisations; governors or trustees and volunteers
- pupils of school or trust schools and their primary caregivers
- other members of the wider community which the school or trust serves

All of these groups are expected to adhere to the principles set out in this policy.

## 4. Regulatory Framework

This policy has been prepared to meet the school or trust's responsibilities under:

- Equality Act 2010
- Statutory framework for the Early Years Foundation Stage
- Education and Skills Act 2008
- Children Act 1989
- Childcare Act 2006
- Data Protection Act 2018 and General Data Protection Regulation
- Children and Families Act 2014

## 5. Roles and responsibilities

**5.1. The governing board or trust board is responsible for ensuring that:**

- the implementation of equality and diversity in our school is correctly managed and maintained. The board may delegate to one member the task of overseeing this.
- the school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented
- governors or trustees ensure that equality impact assessments are carried out on all other policies
- all available data is monitored and adjustments to school policies and practices are made where necessary

**5.2. The senior leader is responsible for:**

- Implementing this policy
- ensuring that all employees, pupils and primary caregivers are aware of this policy, of its expectations, and the reason why this policy is in place
- the preparation and implementation of the school or trust's PSED Statement
- sharing the equality objectives with the board and where appropriate including these in the school development plan
- demonstrating a commitment to EDI by serving as a positive example
- ensuring that all employees have access to appropriate training with regards to equality and diversity

## **5.2. All managers are responsible for:**

- ensuring that all employees that they line manage have access to this policy
- co-operating with any measures introduced by the school or trust in relation to equal opportunities and diversity
- managing their employees in a way which is consistent with this policy
- demonstrating a commitment to EDI by serving as a positive example and ensuring all employees understand the standards expected of them
- adhering to established protocols regarding equality and diversity
- ensuring that they and members of their staff have undertaken relevant equality and diversity training

## **5.3. All employees are responsible for:**

- adhering to the EDI policy in all school/trust interactions (e.g. with colleagues, managing staff, pupils etc)
- attending relevant equality and diversity training
- treating everyone with dignity and respect
- adopting a supportive workplace culture that promotes trust and aligns with the school's or trust's vision and values
- avoiding discrimination through vigilant action
- using the appropriate reporting mechanisms to report inappropriate behaviour
- supporting colleagues against inappropriate behaviour
- demonstrating a commitment to EDI by serving as a positive example

## **5.4. All parents/carers are responsible for:**

- refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy

### **5.5. All visitors are responsible for:**

- refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school
- complying with the school's Equality, Diversity and Inclusion Policy

### **5.6. All students are responsible for:**

- refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying
- understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy
- reporting prejudice-related incidents
- understanding, valuing and celebrating diversity

## **6. Equality, Diversity and Inclusion in Employment**

### **6.1. Recruitment**

**6.1.1.** All job descriptions and advertisements will utilise inclusive language and practices.

**6.1.2.** Any decision to recruit will be based solely on the merits of the individual and how they performed during the selection process.

**6.1.3.** Reasonable adjustments during recruitment process that have been requested by candidates who have declared that they have a disability will be considered. This is to ensure that no candidate suffers any disadvantages during the selection process.

### **6.2. Reasonable Adjustments**

**6.2.1.** Where a member of staff has declared a disability, reasonable adjustments will be considered, following advice from a medical professional and/or Occupational Health. Further details can be found in the Absence Management Policy.

**6.2.2.** In circumstances where reasonable adjustments are agreed, these will be documented in the Disability Passport

### 6.3. Positive Action

6.3.1 Underrepresented groups may be encouraged to apply for training and employment opportunities within the school or trust. Recruitment to all jobs will be strictly on merit.

### 6.4. Managing complaints of discrimination

6.4.1 The school or trust takes any complaint of discrimination extremely seriously. Where an employee considers that they have been unlawfully discriminated against they may use the Grievance Policy to make a complaint, or if the complaint involves alleged bullying or harassment they should use the Harassment and Bullying Policy

6.4.2 Where employees commit an act of unjustified or unlawful discrimination, or allow discrimination to occur without taking appropriate action, then action under the terms of the Disciplinary Policy will be considered.

## 7. Equality in information

7.1. As part of schools’ obligations under the Equality Act 2010, each school will publish information to demonstrate its compliance with the general equality duty.

## 8. Monitoring, allocation of tasks and review

8.1. To ensure that efficient discharge of its responsibilities under this policy, the **school or trust** has allocated the following tasks:

Task	Allocated to	When/frequency of review
Keeping the policy up to date and compliant with the law and best practice		Every 3 years or when legislation changes
Monitoring the implementation of the policy (ensuring its accessibility and availability), relevant risk assessments and any action taken in response and evaluating effectiveness		Annually
Seeking input from interested groups (such as pupils, staff and primary caregivers) to consider improvements to the school's processes under the policy		As required when policy changes

**8.2.** The success of this policy will be assessed through consideration of (though not limited to):

- records of individual pupil progress
- staff appraisals and exit questionnaires
- pupil and parent comments
- feedback from teachers
- examination results
- Ofsted inspection reports
- profile of candidates in the recruitment process

## 9. Training

- 9.1 The school or trust ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 9.2 The level and frequency of training depends on the role of the individual member of staff.
- 9.3 The school or trust maintains records of all staff training.

## 10. Record Keeping

- 10.1 All records created in accordance with this policy are managed in accordance with the school or trust's policies that apply to the retention and destruction of records.
- 10.2 All reported breaches of this policy will be recorded and this record will be reviewed annually by senior leaders in order to monitor the impact of interventions and current processes.
- 10.3 The information created in connection with this policy may contain personal data. The school or trust's use of this personal data will be in accordance with data protection law.
- 10.4 In order to fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff. Using this information, the school analyses the following in terms of protected characteristics (this is not an exhaustive list):

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Student rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

