



Glendower Preparatory School

Diversity, Equality and Inclusion Policy

2024-25

Reviewed: NKM/SD, January 2024

Next review: January 2025

DIVERSITY, EQUALITY AND INCLUSION (DEI) POLICY

Prepared by: Ms Dennis (SENDCo, deputy DSL, DEI Lead)

In discussion with: Mrs Kingsmill Moore (Headmistress)

To be Approved and ratified by the Governors in March 2024 date?, in conjunction with the reviewed Equal Opportunities Policy.

The DEI policy is reviewed annually by the DEI Lead, with a further review carried out by the governing body.

This policy provides for all children at Glendower Prep School (GPS) including those children in the EYFS.

References:

[Equality Act 2010](#)

[Equality Act Advice for Schools](#)

[DfE guidance on political impartiality in schools](#)

Related Policies / Documents

- [Equal Opportunities Policy](#)
- [Accessibility Policy](#)
- [Anti-bullying Policy](#)
- [Safeguarding Policy](#)
- [Curriculum Policy](#)
- [SMSC Policy](#)
- [SEND Policy](#)
- [Admissions Policy](#)
- Safer [Recruitment Policy](#)
- [Staff Code of Conduct](#)
- [Staff Induction Policy](#)
- [PE Selection Policy](#)
- Policy on Trans and Gender Non Conforming Staff
- Parental [Complaints Procedure](#)
- [Whistleblowing Policy](#)
- [PSHEE Policy](#)

Introduction

The term 'GPS Community' includes the whole school and its staff, pupils, parents, governors and regular visitors at Glendower Prep School.

The GPS Community is committed to diversity, equality and inclusion (DEI).

We recognise the value of diverse environments and strive to promote a culture in which all members of the GPS Community are welcomed and supported to fulfil their potential, irrespective of their background or personal characteristics. We are committed to an ethos and culture of inclusion for all in the GPS Community irrespective of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity. Also known as the protected characteristics under the Equality Act 2010.

We recognise, respect and value difference and understand that diversity is a strength that enriches our lives. We take account of differences and strive to remove any barriers to learning and development.

GPS is an academically selective school. We welcome pupils who can make the most of the opportunities that we offer and can flourish in the welcoming, caring, diverse and inclusive environment we provide. Treating every pupil as an individual is important to us, and we welcome all applicants.

The concepts of diversity, inclusion and equality

Diversity of thought, opinion, perspective, individual experience, skill sets, personalities and competencies enable us to think about different belief systems, languages, cultural backgrounds and upbringings.

Inclusion of all as individuals, where we are all able to feel as though we belong, because our value is based on our innate humanity not immutable characteristics. Inclusion in the GPS Community creates a collaborative, supportive, and respectful environment that increases the participation and contribution of us all.

Equality of opportunity works to remove the barriers to success based on immutable characteristics and the protected characteristics including special educational needs and disabilities.

All our policies and practices are fully inclusive and supportive of a welcoming culture for all communities; this is evidenced in our practices and procedures.

Mission and Values

We believe that true, long-term progress can only be driven through a considered, values-led approach, which emphasises both what we share and how we're all unique. This means highlighting our common cause while valuing who we are as individuals, not as race, gender or sexuality-based groups. We aim to contribute towards thinking more expansively about diversity and hearing a range of perspectives and ideas.

Our Ethos

Glendower is a forward-looking leading Independent Preparatory Day School for girls aged between 3 and 11, rooted in a rich history of empowering tomorrow's brightest girls since 1895.

At Glendower, we seek to discover and nurture each girls' unique talents and support them as they grow into socially aware, inclusive, capable and courageous citizens.

Our Vision

To empower all in our community to reach their full potential by approaching their academic and pastoral endeavours with purpose, resilience, kindness and good humour.

Our Aims

To encourage socially-aware, inclusive and responsible citizens.

To inspire our girls to be autonomous and resourceful learners

To promote reflective learning and intellectual curiosity

To develop courage, perseverance, and resilience.

To foster positive and kind relationships

To prioritise an ethos of responsibility for learning and actions.

To offer a broad and intellectually stimulating curriculum including sport, art, music, drama, and STEM.

To spark freedom of choice and thought so that our girls go on to become gamechangers.

GPS's Code of Conduct for staff states our basic principles:

Glendower Preparatory School expects all staff and volunteers to

- Treat pupils with respect, dignity, sensitivity and fairness.
- Value and respect all pupils as individuals.

- Demonstrate that they are willing to listen to pupils' views and opinions.
- Provide suitable opportunities for pupils to be involved in decision making processes.
- Provide positive encouragement and praise to all pupils.
- Provide an example of good conduct for pupils.
- Ensure that relationships with pupils remain on a professional footing.
- Avoid behaviour that could lead a reasonable observer to question their conduct, intentions or suitability to care for children.

The GPS Community recognises the values of diversity, inclusion and equality and aims to make available to all pupils an educational experience that is rich, humane robust and differentiated so that all members of the school enjoy a sense of belonging, community, and value.

- GPS teaches the pupils how to think, not what to think, so that they can distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others.
- An important part of our pupils' education is their social development and collaboration. We aim for our pupils to be socially aware and so be able to work effectively with others, including to solve problems and achieve common goals.
- We want our pupils to be curious and also to respect and value diversity within society, show respect for and appreciation of their own and other cultures and demonstrate sensitivity and tolerance to those from different traditions and backgrounds.
- We make it clear that, and ensure, that all discriminatory words, behaviour, and images are treated as unacceptable.
- We are clear that racism has no place in our society and therefore our school. We help pupils to understand facts about this and the law.
- We oppose all bullying and unlawful discrimination on the basis of any of the protected characteristics.
- We take reasonable steps to avoid putting disabled people at a substantial disadvantage (the 'reasonable adjustments' duty)
- We endeavour to remove barriers for pupils or colleagues where these exist.

For more on our aims see our website, [Glendower Preparatory School](#)

We have Fundamental British Values at the heart of our ethos at GPS. All Schools are required to actively promote the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

For more see our website, [Glendower Preparatory School](#)

Equality and Inclusion – School Policies

Through this policy, and the wider practices within the GPS Community we seek to empower our pupils to embrace diversity and challenge discrimination. We equip our Governors and staff to fulfil their legal responsibilities, ensure that our school's safeguarding procedures are comprehensive and inclusive and enable robust monitoring of our progress as a school.

As stated in [DfE guidance on political impartiality in schools](#) we follow the guidance to "continue to take steps to tackle racist and discriminatory attitudes or incidents - and condemn racism within the school and wider society. Challenging intolerant, racist or discriminatory views where these are shared at school should be seen as part of schools' wider anti-bullying and safeguarding duties."

Fairness underpins all our school policies. We uphold rigorous and fair processes that respect individual rights and treat people equally under the law.

As part of our overall school policy development, there are a number of policies that we must have in place and regularly review, to ensure our school is addressing its statutory responsibilities. These include Anti-Bullying Policy, Safeguarding Policy, Curriculum Policy, SMSC Policy, SEND Policy, Admissions Policy, Staff Disciplinary, Grievance and Whistleblowing Policy, Policy on Trans Staff. Any arising incident will be dealt with by the appropriate policy. There should never be any grey areas when it comes to our pupils' safety and well-being.

This is supplemented by a range of other policies that as a school we feel are important to have for our whole school community. It is our belief that diversity, equality and inclusion is central to **all** 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.

To these ends we have:

- Welcomed and invited the contributions of pupils to the weekly school bulletin, The Whitehouse.
- Made time during the school day for pupils to make presentations about their history, culture, religion, customs and interests.
- Invited parents and other visitors to give assemblies and workshops. For example, celebrating Diwali, Indian Independence, Chanukah, Persian Heritage, End of Ramadan , Native American rights
- Engaged with a number of providers who work in this field and are keen to afford many opportunities use a fact-based approach to inform our work, which falls in line with the Equalities Act.
- Embedded Black History Month into our annual planning but also recognise that black history is part of the history of this country. Therefore, we don't relegate the recognition of the contribution of black people to one month a year.
- Author visits from individuals such as Mylo Freeman, Candy Gourlay and Sita Brahmachari.

- In the GPS library we have a wide and increasing range of books written by authors that represent the diversity of the UK population. For example, we stock books by Benjamin Zephaniah, Malory Blackman, Onjali Q Rauf, Mylo Freeman, Jamila Gavin, Candy Gourlay, Sita Brahmachari, Mildred D Taylor, Mary Hoffman, Arlene Mosul, Beverley Naidoo, Zuni Blue, Rita Williams-Garcia, Jacqueline Woodson and Patrice Laurence.
 - The School has appointed a DEI lead who oversees the implementation of the DEI Policy and Practices within the School and beyond. The DEI Lead has developed a DEI (Microsoft) Team in which all staff can access resources and share ideas. This is an ongoing project.
 - Employed a Partnerships and Development Director to design, establish and grow activities with the local community including partnerships with local state schools and community organisations.
 - Initiated partnership planning and initial activities with local state schools, including a joint after school club for Upper Primary School students at both schools, debating training for students and a debating competition, as well as opportunities to engage in football and entrepreneurial activities and initiatives across both schools
 - In 2021/2022 we developed a volunteer programme made up of parents and staff volunteering three times a week with Afghan Evacuee women housed with their families in a hotel locally. Activities include sewing, knitting, crochet, English lessons, stay and play sessions for the under 5-year-olds, outings in the local area.
 - The school has a bursary fund to enable local pupils from different socioeconomic backgrounds to attend the school.
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- In the autumn term of 2023 GPS heads of department looked at what we do already to promote diversity, inclusion, belonging within each subject area. At GPS we want to deliver a diverse curriculum, ensuring inclusion and belonging in each subject. We have thought about what opportunities there might be to enhance and adapt parts of our curriculum and identified potential barriers to achieving a diverse and inclusive curriculum. To these ends each head of department has met with the staff who teach that subject and created an Action Plan to reflect how we will achieve these aims.

At GPS we aim to

- Consider how each subject meets the needs of individuals and contributes to a sense of belonging for pupils from diverse backgrounds.
- Include work/ source work from global majority backgrounds.
- Promote a culture that is inclusive and sets standards of behaviour for positive and respectful interactions.
- Invite guest speakers from diverse background that contribute to the diversity of the teaching team.

Responsibilities

GPS's **Board of Governors** have overall responsibility to:

'Promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to the school' *'Every school a good school – the governors' role'* (Department of Education NI, August 2019)

The Governors have overall responsibility to manage the implementation of equality and diversity in our school.

The **Headmistress** is responsible for:

- ensuring policies and procedures are in place to comply with equality legislation.
- ensuring the school implements policies and practices in line with the principles of equality and inclusion.
- following the relevant procedures and taking action in cases of unfair discrimination, harassment or bullying.
- ensuring appropriate training and awareness raising is undertaken with staff.
- ensuring that appropriate records are kept of any cases of unfair discrimination, harassment or bullying.

The **Senior Leadership Team (SLT)** are responsible for:

- putting the school's equality and inclusion policies and codes into practice.
- making sure that all staff know their responsibilities and receive the support and training necessary to carry them out.
- following the relevant procedures and taking action where necessary.

The **Pastoral Care, Safeguarding Team and Equalities and Diversity Lead** will manage the implementation of the policy in partnership with the Headmistress.

The **Special Educational Needs and Disabilities Coordinator (SENDCo)** will work with the Headmistress and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All School Staff (teaching and non-teaching) have a responsibility for the day-to-day operation of this policy and will contribute to an inclusive and welcoming environment within the school.

Pupils/students are responsible for:

- following the relevant school policies and codes of conduct in line with the principles of diversity, equality and inclusion.
- understanding and respecting systems of rules and laws and accepting responsibility for their own behaviour including towards others.
- showing respect for and appreciation of their own and other cultures and demonstrating sensitivity and tolerance to those from different traditions and backgrounds.

How do we promote Diversity, Equality and Inclusion?

GPS promotes equality and inclusion within the school through the following activities:

- School practices
- Policies
- Recruitment
- Access arrangements and reasonable adjustments
- Curriculum
- Staff training
- School audit for Diversity, Equality and Inclusion
- Creation of a Diversity, Equality and Inclusion Lead
- Creation of a Diversity, Equity and Inclusion Policy (2021)
- The DEI Lead arranges meetings once per term inviting staff, pupils and parents to join.

Monitoring the Success of the Diversity, Equality and Inclusion Policy

The policy will be monitored via a range of methods:

- Meetings with DEI Lead and SLT
- Governors reading the policies and asking for clarity/amendments.
- Asking for staff feedback on CPD and visitors' input.
- Asking for pupils' feedback on workshops and visitors' input.

Complaint's Procedures

The school has a robust and transparent Complaints Procedure and Staff Handbook which includes the Staff Grievance and Whistleblowing Policies. If a complaint is made regarding equality or inclusion, the complaints process will be fairly and systematically applied. Access to the Complaints Procedure can be found on the GPS website [here](#).

Review cycle of policy

The Equality and Inclusion Policy will be reviewed by the Diversity Equality and Inclusion Lead (Ms Sarah Dennis) and the Head (Mrs Nina Kingsmill Moore) and updated in line with our school policy review cycle.

