

## Equality, Diversity and Inclusion Policy (pupils and parents)

### Applies to:

- All staff (teaching and non-teaching), the directors and volunteers working in the School.
- Pupils, Parents, Guardians and Caregivers.

### Availability:

This policy is made available in the following ways:

- The School's website [www.radnor-sevenoaks.org](http://www.radnor-sevenoaks.org);
- Via Teams, All Staff Shared Documents, Compliance, Policies;
- On request a copy may be obtained from the School's Office.

### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head.
- The Board of Directors undertake a formal annual review of this policy.

Signed:



David Paton  
Head



Ian Davies  
Chairman of the Board of Directors

**Reviewed: September 2024**  
**Next Review: September 2025**

## **1. Introduction**

1.1. Radnor House Sevenoaks (the School) is an independent School which educates girls and boys aged 2 to 18 years. The School welcomes staff, workers, volunteers, pupils, parents, applicants and Directors from all different social and economic backgrounds, ethnicities and linguistic, religious and cultural traditions.

## **2. Legal Status**

- Prepared with regard to the Equality Act 2010 (inclusive of Schedule 10), the Public Sector Equality Duty 2011;
- The Children's Act 1989;
- The Human Rights Act 1998;
- The Sex Discrimination (Gender Reassignment) Regulations 1999;
- The Special Educational Needs and Disability Code of Practice: 0-25 years (Department for Education and Department for Health; January 2015), and the Education (Independent School Standards) (England) (Amendment) Regulations 2018.
- DfE Statutory Guidance 'Keeping Children Safe in Education 2024;
- The Data Protection Act 2018.

## **3. The School's Position**

- 3.1. Individuals with different cultures, perspectives and experiences are an expectation at our School. Prejudice of any kind has no place in our School, and we will continue to work as hard as is needed to ensure that this is so. The School values a diverse and inclusive community for pupils and employees as we believe diversity and inclusion improve the learning environment for everyone.
- 3.2. The School supports the principle of inclusion, diversity and equal opportunities, and opposes discrimination against pupils or potential pupils on the basis of age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity (defined as Protected Characteristics). We work within the spirit and the practice of the Equality Act 2010 by promoting a culture of respect and dignity and will actively challenge discrimination, should it ever arise. All policies and practices will conform to the principle of equality, diversity and inclusion in terms of admissions, selection, curriculum, co-curricular activity, discipline and behaviour.
- 3.3. Radnor House Sevenoaks celebrates every individual, supporting them to meet their full potential, regardless of age, disability, gender, gender identity/reassignment, race, religion or belief, social or ethnic background, nationality, colour, sex, sexual orientation, marriage and civil Individuals with different cultures, perspectives and experiences are an expectation at our School. Prejudice of any kind has no place in our School, and we will continue to work as hard as is needed to ensure that this is so. The School values a diverse and inclusive community for pupils and employees as we believe diversity and inclusion improve the learning partnership, pregnancy and maternity. Unacceptable behaviour relating to each protected characteristic, for example, transphobia, biphobia, homophobia, racism, sectarianism, islamophobia, and so on, will not be tolerated by the School.
- 3.4. The Leadership team, supported by the Board of Directors have overall responsibility to manage the implementation of equality, good relations, diversity and inclusion across the School, and to comply with the relevant education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to the School. An EDI Lead will oversee the management of the policy and all related features of its expectations within School life.
- 3.5. This Policy is concerned with equal opportunities for pupils and prospective pupils. The School is

committed to promoting equality, diversity and inclusion, and promoting a culture that actively values difference and recognises that pupils from different backgrounds and experiences can bring valuable insights to the School's Schools and enhance the learning experience for everyone. There is a separate Equality, Diversity and Inclusion Policy for staff.

3.6. This Policy is concerned with equal opportunities for pupils and prospective pupils. The School is committed to promoting equality, diversity and inclusion, and promoting a culture that actively values difference and recognises that pupils from different backgrounds and experiences can bring valuable insights to the School's Schools and enhance the learning experience for everyone. There is a separate Equality, Diversity and Inclusion Policy for staff.

#### **4. Application**

4.1. This policy applies to all pupils and prospective pupils to the School; Schools and visiting pupils participating in games or outreach programmes, or other activities. This policy must be followed by all staff, Directors, pupils, parents, visitors and volunteers.

4.2. All pupils are expected to act in accordance with this policy, to treat other pupils, staff and visitors with dignity at all times, and not to discriminate against, harass or victimise other pupils, members of staff, or visitors.

4.3. Through the operation of this policy and other School policies, the School aims to:

- Communicate the commitment of the School to the promotion of equality, diversity and inclusion in respect of pupils
- Promote equal treatment within the School for all pupils
- Create and maintain an open and supportive environment which is free from discrimination
- Foster mutual tolerance and positive attitudes and for everyone to feel valued within the School
- Ensure that no one pupil is treated less favourably than any other pupil or is victimised on any ground listed below under forms of discrimination
- Make it clear and ensure that all discriminatory words, behaviour and images are treated as unacceptable
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- Ensure compliance with the Equality Act 2010 and the DfE Guidance 'Every Child Matters' (2003).
- Prepare pupils to be good citizens, living and working in a multi-ethnic society and to take up the responsibility of participation, and to treat all others as we would wish to be treated.
- Prevent and tackle the use of discriminatory or derogatory language and challenge extremist ideas as part of the School's duty to protect individuals from being radicalised or drawn into terrorism.

#### **5. Responsibilities**

5.1. All pupils are expected to comply with this policy and to treat others with dignity at all times without regard to their gender, race, disability, sexual orientation, gender reassignment, religious belief or age except where common decency and consideration dictate.

5.2. All pupils are responsible for the success of this policy and must ensure that they familiarise themselves with the policy and act in accordance with its aims and objectives. Age-appropriate teaching of the principles underpinning this policy will be included in the curriculum for our youngest pupils in the Pre- Preparatory School as part of promoting positive behaviour and other policies.

5.3. Staff are expected to ensure this policy is understood and adhered to by pupils. The Board of Directors has overall responsibility for the effective operation of the School's Equal Opportunities Policies for staff and pupils, and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Board of Directors has delegated day-to-day responsibility for operating this policy and ensuring its accessibility, availability, maintenance and review to the Head.

## **6. Recognising and Respecting Diversity.**

6.1. Treating people with respect and consideration does not necessarily mean that everyone should be treated identically. We aim to treat members of our School community with the utmost consideration and respect, and in doing so will approach their life situations, experiences and problems with a personalised and differentiated response in accordance with their particular needs. We will also recognise and respond to problems that people may face, and will recognise and work to eliminate discrimination, in relation to:

- Disability Religion, belief, or faith background
- Ethnicity
- Sexual Orientation
- Sex
- Gender Identity / Reassignment GenderAnd as relevant, pregnancy/maternity

## **7. Inclusivity**

7.1. It is a primary aim of our School that every member of the School community feels included, valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. School policies are therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels included, happy, safe and secure.

7.2. Our policies and practices should work to ensure that relations between different individuals and identity groups within the School are positive, cordial and tolerant

7.3. This includes the promotion of:

- Positive attitudes, knowledge and understanding towards disability.
- Positive attitudes, knowledge and understanding of different ethnicities, cultures, religions, races and nationalities.
- Positive attitudes and mutual respect between boys and girls; women and men; and an intolerance of any sexual, homophobic, biphobic or transphobic or gender-based prejudice.

7.4. We celebrate the cultural diversity of our community and show respect for all minority groups. We are aware that prejudice and stereotyping are caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

7.5. We will recognise and address inequalities and barriers that already exist, aiming to foster an environment in which inequalities in any form are not manifest in our community. We will, however, commit to recognising any forms of inequality that do arise, and will work to combat these in the most effective manner possible.

## **8. Forms of Discrimination**

8.1. Discrimination may be direct or indirect and it may occur intentionally or unintentionally. The School must not unlawfully discriminate against, harass or victimise a pupil or prospective pupil:

- In relation to admissions;
- In the way it provides education for pupils;

- In the way it provides pupils access to any benefit, facility or service; or
- By excluding a pupil or subjecting them to any other detriment.

8.2. Direct discrimination. Direct discrimination occurs where:

- Someone is treated less favourably because of one or more Protected Characteristics and is put at a disadvantage for a reason related to one of the Protected Characteristics. For example, rejecting an applicant because they would not "fit in" because of their race or sexual orientation would be direct discrimination.
- Someone is less favourably treated because of their association with someone who has a Protected Characteristic. For example, an applicant may be treated less favourably because they have a disabled sibling.
- Someone is treated less favourably because they are perceived to have a Protected Characteristic. For example, an applicant may be treated less favourably because they are believed to be (but may not actually be) homosexual.

8.3. Indirect discrimination. Indirect discrimination occurs where an individual is subject to a provision, criterion or practice, applied to a group of people, which puts them at a particular disadvantage because of a Protected Characteristic, and it cannot be objectively justified. An example might be a School policy which negatively affects only women.

8.4. Victimisation and harassment. Victimisation is when someone suffers less favourable treatment because of action taken to assert legal rights against discrimination. Harassment is unwanted conduct due to Protected Characteristics with the purpose or effect of intimidating, degrading or humiliating an individual.

## 9. Admissions

- 9.1. Applicants. The School accepts applications and admits pupils irrespective of their gender, gender reassignment, race, ethnic or national origin, disability, sexual orientation, religious belief or special educational needs and will not discriminate on these grounds in the terms on which a place is offered. The School will treat every application in a fair, open-minded way.
- 9.2. Selection. Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude, but this will not be done as a way of excluding pupils with special educational needs and/or disability, subject to any admissions criteria as outlined in the SEND Policy.
- 9.3. Admissions Policy. The School's Admissions Policy reflects the School's approach towards equal opportunities with regards pupils and prospective pupils, and is consistent with this Policy.

## 10. Education and Associated Services

- 10.1. Equal Access. The School will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their gender, gender reassignment, race, ethnic or national origin, disability, sexual orientation, religious belief or special educational needs, subject to considerations of safety and welfare.
- 10.2. Positive Discrimination. The School may afford pupils of a particular racial group, or pupils with special educational needs and/or disability, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.
- 10.3. Exclusions. The School will not discriminate against any pupil by excluding them from the School, or by subjecting them to any other detriment, on the grounds of their gender, gender reassignment, race, ethnic or national origin, disability, sexual orientation, religious belief or special educational needs.
- 10.4. Teaching and School materials. Efforts are made to recognise and be aware of the possibility of bias (for example gender or racial), so that this can be eliminated in both the School's

teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias. Teacher time, attention and all resources are given equally to all pupils.

- 10.5. Pupil Interaction. All pupils are encouraged to work and play freely with and have respect for, all other pupils, irrespective of their gender, gender reassignment, race, ethnic or national origin, disability, sexual orientation, religious belief or special educational needs, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the School, and pupils will be encouraged to question assumptions and stereotypes.

## **11. School Uniform**

- 11.1. Uniform Policy. The Uniform Policy of the School is consistent with this Policy. The School's policy on uniforms applies equally rigorously to all pupils, irrespective of their gender, gender reassignment, race, ethnic or national origin, disability, sexual orientation, religious belief or special educational needs, subject to considerations of safety and welfare.
- 11.2. Symbols of Faith. Certain items of jewellery, such as a Cross or a Kara bangle, and certain items of headwear, such as the turban and headscarves, may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the School's existing School Uniform Policy principles (in regards to, for example, the School colours). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or his or her parents to the Head of the pupil's School, whose decision will be final, subject to the Complaints procedure as set out in the School's Concerns and Complaints by Parents Policy.

## **12. Religious Belief**

- 12.1. The School respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the School Community as a whole and considerations of safety and welfare.
- 12.2. The Board of Directors, through the Head, 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.

## **13. Change of Name**

- 13.1. Pupils who are undergoing a process of gender reassignment cannot legally apply to change their gender until they have reached the age of 18 and will remain registered at the School in their legal name rather than their preferred name. However, a pupil's wish to be known by a different name, in line with their chosen gender identity, will be respected and all staff and pupils should be informed of the chosen name and pronoun.
- 13.2. For pupil examinations and public exam certificates and formal School reports, pupils will be required to use their legal name (i.e that which is on their birth certificate or passport) rather than their preferred name. This is because the Unique Pupil Number sent to exam boards is linked to and verified by legal names only.

## **14. Special Educational Needs and Disability (SEND)**

- 14.1. We are an inclusive School which welcomes members of the School Community with disabilities and special educational needs. Our approach to pupils and prospective pupils with SEND, including our approach to admissions, assessment and training for staff, and our disability accessibility plan are outlined in the SEND Policy and Accessibility Plan.
- 14.2. The School will monitor the physical features of its premises to consider whether it can make any changes to help remove disadvantages which these may create for disabled users. Where possible and proportionate, the School will take steps to improve access for disabled users of the

premises. Further detail can be found in the School Disability Policy and Accessibility Plan.

- 14.3. As set out in the School Disability Policy and Accessibility Plan and Educational Visits Policy, where reasonably practicable and taking into consideration the safety and comfort of all pupils, the School will have regard to specific requests from pupils who require adjustments to enable them to take part in educational visits. Such adjustments will be discussed with the pupil (and if appropriate their parents) beforehand and considered on a case-by-case basis.

## **15. Breaches of the policy**

- 15.1. Complaints. If a pupil or their parents believes that they may have been disadvantaged because of a Protected Characteristic, they should raise the matter with the Head. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. The School aims to resolve these complaints without recourse to its complaints procedure but if a pupil or parent is unhappy with the way that the School has dealt with an issue arising under this Policy they should refer to the Schools Concerns and Complaints policy.
- 15.2. Disciplinary Action. Pupils who are in breach of this Policy will be dealt with in accordance with the School's behaviour or anti-bullying policies.

## **16. Procedures for Addressing Discriminatory**

### **16.1. Behaviour Definitions**

- 16.1.1. Discrimination: treating one person less favourably than another on the grounds of age, gender, social or ethnic background, nationality, colour, religious affiliation, physical disability, marital status or sexual orientation.
- 16.1.2. Harassment: any unwanted conduct which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It can be persistent or isolated and includes behaviour which induces anger, stress, anxiety, fear or sickness on the part of the person being harassed. It can be physical, verbal, direct or indirect and can include gestures, intimidation, unwelcome remarks, suggestions, propositions, malicious gossip, jokes and 'banter'. In addition, non- verbal harassment can include offensive literature, pictures, graffiti, isolation, non-co-operation or unwelcome physical conduct. The School will not tolerate any form of harassment or bullying: such behaviour is totally unacceptable and the School looks to support any employee who is suffering from harassment. The School strives to provide a neutral working environment in which no one feels threatened or intimidated.
- 16.1.3. Victimisation: treating one person less favourably than another on the grounds that that he or she has brought discrimination proceedings, given evidence or information regarding discrimination proceedings or alleged discrimination or because he or she intends to do any of these acts.
- 16.1.4.** Unwanted Behaviour: anyone who feels they have been discriminated against, harassed or victimised in breach of the principle of equal opportunities set out above, is entitled to complain using the procedures set out below.

### **16.2. Informal Resolution of Discriminatory Issues**

- 16.2.1. *Stage 1*: You should speak or write to the individual concerned informing him or her that their behaviour is unwelcome.
- 16.2.2. *Stage 2*: If the unwanted behaviour continues, you should ask the Head to speak to the person concerned. If the person concerned is the Head, you should ask the Directors to speak to the Head.
- 16.2.3. *Stage 3*: If the unwanted behaviour continues, you should keep a record of any relevant incidents and consider taking formal action as set out below.

## **17. Formal Procedure for Dealing with Discriminatory Behaviour**

17.1. **Formal notification:** If you feel that the informal procedure has not stopped the unwanted behaviour or that the behaviour is too serious to be resolved by using that procedure, you should follow the formal parts of the School's Grievance Procedure. You will be entitled to an appeal against any decision in accordance with the Grievance Procedure. Under the Grievance Procedure, any grievance will be investigated thoroughly by an impartial member of management. Where possible, the member of staff complaining of harassment or discrimination will be kept anonymous. Any mischievous, vexatious or malicious claims of harassment of any nature will be regarded as gross misconduct.

## **18. Confidentiality and Information Sharing**

18.1. The School acknowledges that pupils may want to keep information about their Protected Characteristics confidential. The School will keep secure and confidential, information about the pupil's Protected Characteristic in accordance with its Data Protection Policy subject to any prevailing legal obligation to disclose a pupil's personal data, for example, where a Board order requires disclosure or where the School is obliged to disclose confidential information in accordance with its safeguarding duties.

18.2. In certain circumstances, the School will, with the consent of the pupil, wish to share information with staff, pupils, and/or parents or guardians in the best interest of the pupil.