



DULWICH PREP LONDON
Values & Academic Excellence since 1885

EQUALITY AND DIVERSITY POLICY

This is a whole school policy which applies to all sections of the School. The guidelines in this policy apply to all members (pupils and staff) of the School community.



Person responsible for this document:

Head Master, Senior Deputy Head & HR Director

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DULWICH PREP LONDON EQUALITY AND DIVERSITY POLICY

At Dulwich Prep London we value diversity and believe that equality at our school should permeate all aspects of school life. It must, like safeguarding, be the responsibility of every member of the School and wider community. Every member of the School community should feel safe, secure, valued and of equal worth.

Our school community includes pupils, teaching and support staff, parents, carers, governors, multi-agency staff linked to the School, visitors to school and contractors.

Dulwich Prep London will adhere to all equalities legislation, including the three duties outlined in the Equalities Act 2010:

- to eliminate conduct that is prohibited by the Act
- to advance equality of opportunity between people who share a protected characteristic and those who do not
- to foster good relations across all characteristics

Please note, where pupils are referred to, this includes all pupils from Early Years through to Upper School.

I. PRINCIPLES OF OUR APPROACH

We are aware that those involved in the leadership of the School community are instrumental in demonstrating mutual respect and upholding the School Values and we believe that every member of the School community should also model inclusion and embrace the School Values.

Our Values are:

Humility Recognising the contribution of others and being proud of their success are crucial life lessons to learn and ones we try to teach from a young age.	Love From the very outset of the journey we teach our boys the value of love, in the form of kindness and gentleness.
Honesty Honesty is a value children understand from a very young age and one we know they will carry with them on their journey through life. It is having the integrity to look others in the eye and the confidence to look inwardly at themselves.	Justice Our pupils learn to reason with each other, explain, question and discuss moral outcomes and differences of opinion. In the early years this is as simple as learning to share and as boys progress through school their minds are opened to issues in the wider world.
Service At every stage, we encourage our boys to look out at the world beyond them – working for the benefit of the younger boys in other sections of the School, finding ways to get involved in our local community and sharing their experience, knowledge and good fortune with others.	Self-discipline Organisation, self-control, patience, listening... self-discipline means something different at every age as the boys move through the Prep and a healthy, active lifestyle is something we promote.
Courage Courage takes many guises in the life of a young boy growing up. Facing a challenge, overcoming a fear, performing in public or handling disappointment. Courage is not innate, and we strive to teach our boys the need to be courageous.	Gratitude A sense of respect and an appreciation of everything we have and are able to do provides the boys with a deeper insight into their own lives and the lives of those around them.

Understanding and tackling the different barriers which could lead to unequal outcomes for those people who have protected characteristics within school, while celebrating and valuing the achievements and strengths of all members of the School community, is the key to our approach. Those people with protected characteristics are defined as those who may be susceptible to discrimination because of their:

- sex
- age
- race
- disability
- religion or belief
- sexual orientation

- gender reassignment
- pregnancy and maternity
- marriage and civil partnership

It is the responsibility of the Head Master and Governing Body to ensure compliance with and implementation of the policy by the whole school community as well as eliminating all unlawful discrimination. Visitors to the site will be expected to follow the principles laid down in this policy.

The Senior Deputy Head Pastoral has a role in promoting work in this area to ensure the achievement of this policy. Responsibilities include the monitoring and reporting of any incidents of discrimination to the Senior Leadership Team and monitoring the operation of the policy and reporting back through the School's management structure.

A range of stakeholders are consulted in drawing up this policy and considering any appropriate actions arising. Any action plan will be reviewed and updated on an annual basis with the continued help of pupils, parents, carers, governors, the community and staff.

All Dulwich Prep London policies will be assessed at the time of review or during their development to ensure that they are in line with the Equality and Diversity policy.

2. PROMOTING EQUALITY AND DIVERSITY AT DULWICH PREP LONDON

a. Admissions

The School is an academically selective boys school. In operating our admissions policy, all registered children are given the opportunity to be assessed through a fair and consistent process. The [admissions policy](#) outlines how our admissions process works and the way in which we support families through that process.

b. Anti-Bullying

The School recognises the nine protected characteristics as specified by the Equality Act 2010 and ensures that pupils, parents, carers and governors are aware of the need to respect the protected characteristics within our community. One reason that the Anti-Bullying Policy is in place is to raise awareness of these and to ensure that our community works to prevent bullying or disrespectful behaviours that discriminate against any one of these characteristics. (See website for Anti Bullying Policy)

c. Teaching and Learning

We aim to provide all of our pupils with the opportunity to succeed and to reach the highest level of personal achievement. To do this, teaching and learning will endeavour to:

- ensure equality of access to the whole school experience for all pupils and prepare them for life in a diverse society
- use materials that reflect a range of cultural backgrounds, without prejudicial stereotyping
- promote attitudes, values and skills that challenge discriminatory behaviour
- teach cultural humility and provide opportunities for pupils to appreciate their own culture, ethnicity, religion and beliefs, and celebrate the diversity of other cultures, religions and beliefs
- use a range of sensitive teaching strategies when teaching about different cultural ethnic and religious traditions
- use sensitive and inclusive language when referring to protected characteristics in our discussions and writing
- develop pupils' advocacy skills so that they can detect bias, and challenge discrimination, leading to justice and equality
- ensure that the curriculum covers, in an age appropriate manner, the protected characteristics
- prepare pupils for living in a multicultural society and promote good relations between different affinity groups
- celebrate diversity and promote (where appropriate) the positive contribution of different ethnic minority groups to the curriculum area, as well as profiling the positive contributions made to society by other minority groups
- celebrate what we have in common
- seek to involve all parents/carers in supporting their child's education
- provide educational visits and extra-curricular activities that involve all pupil groupings
- take account of the composition of individual teaching groups
- take account of the different learning needs of different groups of pupils, using an appropriate range of teaching strategies to enable all pupils to progress

- utilise seating plans to foster effective learning and social support
- take account of the current performance of all pupils when planning for future learning and setting challenging targets
- make best use of all available resources to support the learning of all groups of pupils
- identify resources that support staff development to support staff in their planning for inclusion, diversity and equality

3. LEARNING ENVIRONMENT

There is a consistently high expectation of all pupils regardless of age, gender, race, disability, religion, ability, social background and sexual orientation. To secure the best possible outcomes for all of our young people, we recognise the importance of:

- teacher commitment, expertise and enthusiasm as a vital factor in achieving a high level of motivation and good results from all pupils
- adults in the School providing good, positive role models in their approach to all issues relating to equality and diversity
- the School as a whole placing a high priority on the provision for those with Special Educational Needs and Disabilities (SEND)
- the School providing an environment in which, within the constraints of reasonable adjustments, all pupils have equal access to all facilities and resources
- creating an environment where all pupils are encouraged to be actively involved in their own learning
- encouraging pupils and parents to create an appropriate learning environment at home and providing them with advice about how to do this
- providing opportunities for completing homework beyond the School day on the School site
- using a range of teaching methods throughout the School to ensure that effective learning takes place at all stages for all pupils

4. CURRICULUM

At Dulwich Prep London we actively recognise differences and aim to ensure that:

- our planning reflects our commitment to equality in all subject areas and cross-curricular themes, promoting positive attitudes to equality and diversity

- pupils will have age appropriate opportunities to explore concepts and issues relating to identity and equality
- steps are taken to ensure that all pupils have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all pupils, their needs and their learning styles
- attainment and achievement at an appropriate level for each individual is recognised and promotes progression

5. ETHOS AND ATMOSPHERE

Anyone and everyone should feel they 'belong' at Dulwich Prep London.

To this end:

- there should be an inclusive environment, where all pupils feel welcome, their views heard and their lived experiences valued
- the pupils are encouraged to greet visitors to the School, and adults within the School, with friendliness and courtesy
- the displays around the School should be of a high quality and reflect diversity across all aspects of school life and they should be frequently monitored
- provision is made to cater for the spiritual needs of all of the children through planning of assemblies, classroom based and externally based activities
- the School Values are embedded as a common language across the whole school community, with age appropriate considerations in Early Years
- 'safe spaces' should exist where affinity groups can join together; our wellbeing room is our safe space for these opportunities

6. RESOURCES AND MATERIALS

The provision of good quality resources and materials within Dulwich Prep London is a high priority. These resources will:

- reflect the reality of a diverse society
- reflect a variety of viewpoints
- show positive images of different ages, ethnic groups, genders, same sex partnerships and people with disabilities
- reflect non-stereotypical images of all groups in a global context
- include materials to raise awareness of equality and diversity issues

- be equally accessible to all members of school community
- be consistent with health and safety
- not promote, explicitly or implicitly, behaviours that demean the nine protected characteristics

7. LANGUAGE

We recognise that it is important that all members of the School community use appropriate language which:

- does not transmit or confirm prejudicial stereotypes
- does not intentionally offend
- creates and enhances positive images of particular groups identified at the beginning of this document
- creates the conditions for all people to develop their self esteem
- recognises the individuality and variety of backgrounds of all members of the School community, with everyone endeavouring to spell and pronounce names correctly
- uses appropriate terminology in referring to particular groups or individuals

8. PASTORAL CARE

Genuine pastoral care supports every individual, irrespective of their differences, to ensure that all members of the School community feel they belong. To this end:

- staff are trained and supported to help reduce the likelihood of discrimination, recognise when discrimination occurs and respond to instances in a constructive way
- staff will take account of the nine protected characteristics
- all pupils are encouraged to consider the full range of opportunities available to them with no discriminatory boundaries placed on them due to their disability, gender or race
- all pupils, parents, carers and governors are given support, should they experience or perceive discrimination, and are treated with sensitivity. Consideration will be given to the impact of their experience, should this occur within the School environment
- staff should recognise that the perpetrators of discrimination are themselves sometimes victims of their personal circumstances and therefore, where appropriate, restorative work is done to ensure that the actions do not occur again

- the School seeks to ensure that positive role models from different backgrounds and with different characteristics, work throughout the School and at all levels to ensure that different groups of pupils can see themselves reflected in the School community
- emphasis is placed on the value that diversity brings to the School community

9. HARASSMENT AND DISCRIMINATION

It is the duty of all members of the School community to challenge all types of discriminatory behaviour. The School will address this duty in a number of different ways, for example:

- incidents where there are unwanted attentions of any kind will be tackled and the inappropriate behaviour called out
- the School has a clear, agreed procedure for dealing with incidents such as unwelcome or offensive remarks in relation to an individual, as portrayed in the Behaviour policy relating to the nine protected characteristics
- all bullying related to those with protected characteristics will be referred to an appropriate senior member of staff (Head of Section, Senior Deputy Head) and dealt with as a serious incident. Such incidents will be recorded and investigated thoroughly
- incidents involving those with protected characteristics will be highlighted in behaviour logs in order to ensure effective monitoring. It will be the norm for parents/carers of the victim and the perpetrator to be notified of the incident, unless there are specific circumstances that make this inappropriate

10. PARTNERSHIPS WITH PARENTS/CARERS AND THE WIDER DPL COMMUNITY

We aim to work in partnership with parents and carers to help all pupils achieve their potential. For example:

- all parents/carers are encouraged to participate in the life of the School
- encouraging parents/carers to contact the School if they have any concerns about equality and diversity issues
- encouraging parents and carers to join in school groups e.g. parent panel, 'Friends' Association

11. STAFFING AND STAFF DEVELOPMENT

We recognise the need for positive role models from different backgrounds. The School will seek to provide:

- a balance of staff with differing experiences, cultural and social/economic backgrounds at different key stages wherever possible
- a commitment to encourage career development and aspirations for all
- staff with training and development which will increase awareness of the needs of different groups of pupils in the various dimensions of equality and diversity

12. STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

We recognise the need for equality of opportunity in recruitment, retention and CPD and ensure that:

- all posts are advertised formally
- all those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination or unconscious bias where possible, and ensure good practice through the recruitment and selection process
- the School encourages applicants from all sections of the community and looks to employ staff from a diverse range of cultures and backgrounds, embracing cultural contribution
- access to opportunities for professional development is monitored on equality grounds
- equalities policies and practices are covered in all staff inductions
- employment policy and procedures are reviewed regularly to check conformity with legislation and impact
- as part of the staff recruitment process, all applicants are asked to complete an Equal Opportunities Monitoring Form
- newly appointed members of staff are expected to complete an online Equality and Diversity training module in their first term of employment

13. RESPONSIBILITY FOR THE POLICY

The Head Master, in conjunction with SLT, is responsible for the review of this policy but all members of the School community have a responsibility to support equality and diversity. Responsibilities are laid out as follows:

The Governing Body is responsible for ensuring that:

- the School complies with all legislation relevant to the School community
- the School's Equality and Diversity Policy is maintained and updated regularly

- procedures and strategies related to the policy are monitored, reviewed and implemented

The Head Master, SLT and the Governing Body are responsible for:

- providing leadership and vision in respect of equality
- overseeing the implementation of the Equality Act 2010 and its associated duties
- co-ordinating the activities related to equality and evaluating impact
- ensuring that all who enter the School are aware of, and comply with, the Equality and Diversity Policy
- ensuring that staff are aware of their responsibilities and are given relevant training and support
- taking appropriate action in response to potential incidents of discrimination

All staff are responsible for:

- dealing with potential incidents of discrimination and knowing how to identify and challenge bias and prejudicial stereotyping
- not discriminating on grounds of any protected characteristic
- keeping up to date with equalities legislation by attending training events organised by the School or Local Authority or recognised training provider

All Pupils and Parents are responsible for:

- working in partnership with the School
- adhering to the School Values
- embracing the School's approach to Equality & Diversity

14. MONITORING AND REVIEW

Reviews will be carried out by the Equality and Diversity Committee under the leadership of the HR Director. They will report back through the School management structure and the School Development Plan evaluation. Amendments may be made to the policy and action plans developed accordingly in the light of the monitoring and review. The committees will consider feedback from a range of sources including:

- analysis of attendance figures
- analysis of exclusions

- incidents of bullying
- pupils' achievement data for particular groups compared to National Local Authority and other relevant data
- feedback from parents and pupils
- any other information related to the Equality Act