



# Equity, Diversity, Inclusion and Belonging (EDIB) and Equal Opportunities Policy

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## Links to other Policies

This policy is a Repton Prep policy. It is relevant to all staff and applies to all pupils from Nursery to Year 8.

It is informed by:

- The Equality Act 2010
- The UK GOV document: The Equality Act 2010 and Schools: Departmental advice for school leaders, school staff, governing bodies and local authorities May2014.
- Schools Transgender Guidance
- The AGBIS document: Towards an Equality, Diversity and Inclusion Strategy
- KCSiE 2024
- The NMS for boarding (updated September 2022)
- Political impartiality in Schools 2022

It should be read in conjunction with the following policies and protocols:

This policy should be read in conjunction with:

- Accessibility Plan 2022-2025
- Admissions Policy
- Anti-bullying Policy
- Behaviour Management Policy
- Statement of Boarding Principles and Practice
- Safeguarding Children and Child Protection Policy
- PSHE and RSE Policy

## Key Staff

Vicky Harding	Head	Overall responsibility for the School
Stuart Elks	Deputy Head Pastoral and Boarding  Designated Safeguarding Lead	Discipline Pastoral management and development, oversees PSHE (including RSE) and Boarding Safeguarding
Kellee-Anne Cavill	Deputy Head Pre-Prep  Deputy DSL	Pre-Prep (Nursery to Year 2) and Safeguarding
Samantha Krbacevic	Deputy Head Academic	Academic Management and CPD
Ed Saunders	Head of Boarding	Day-to-Day Management of the boarding provision
Jo Ireland	Head of PSHE	Oversees the PSHE curriculum and its delivery
Adam Watkinson	The Chaplain	Spiritual wellbeing
Alex Wilde	Head of Learning Enhancement	SEND
Nicola Blunt	Lead School Nurse	Health and Wellbeing Centre

## 1 Equality and Diversity Statement

Repton Prep is an equal opportunity employer. We are committed to ensuring within the framework of the law that our workplace is free from unlawful or unfair discrimination on the grounds of colour, race, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability (together known as “Protected Characteristics”).

We value diversity and are committed to promoting diversity within the workplace by seeking to ensure that all individuals are treated fairly with dignity and respect and by recognising and encouraging individual contribution within the school community and beyond.

We aim to ensure that our staff achieve their full potential and that all employment decisions are taken without reference to irrelevant or discriminatory criteria. We have adopted the Repton Prep EDIB and Equal Opportunities Policy as a means of helping to achieve these aims.

We are committed to ensuring that all our staff and all applicants for employment are protected from unlawful discrimination in the workplace. We endeavour not to discriminate in the areas of recruitment and selection; promotion, transfer, and training opportunities; access to benefits and terms and conditions of employment; grievance and disciplinary procedures; termination of employment including redundancies; and conduct at work. It is also our policy that all employees should be allowed to work in an environment free from harassment, bullying or unsolicited or unwelcome comments or overtures on discriminatory grounds.

In recognition of the principle of equality of opportunity, we recognise that all staff should receive equal pay for the same work, work rated as equivalent and for work of equal value. We recognise that in order to achieve equal pay for employees doing equal work, we should operate a fair pay system based on objective criteria and free from bias.

## 2 What is discrimination?

**Direct** discrimination occurs where:

- (i) Someone is treated less favourably because of one or more Protected Characteristics. For example, rejecting an applicant because they would not “fit in” because of their race or sexual orientation would be direct discrimination.
- (ii) Someone is less favourably treated because of their association with someone who has a Protected Characteristic. For example, an employee may be treated less favourably because they have a disabled child.
- (iii) Someone is treated less favourably because they are perceived to have a Protected Characteristic. For example, an employee may be treated less favourably because they are believed to be (but may not actually be) homosexual.

**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 minimum height requirement for a job. This is likely to eliminate proportionally more women than men. If this criterion cannot be objectively justified, because it is not a proportionate means of achieving a legitimate aim, then it will be indirectly discriminate on the grounds of sex.

**Victimisation and harassment:** Discrimination also includes victimisation (suffering a detriment because of action the employee has taken or may take to assert legal rights against discrimination or to assist a colleague in that regard (called a **Protected Act**) and harassment (see the School's Dignity at Work policy for a more detailed explanation of "harassment").

**Disability** discrimination occurs where an individual is unjustifiably disadvantaged in employment/recruitment for a reason connected with his/her disability unless the discrimination cannot be avoided by making reasonable adjustments.

#### *Examples*

- A requirement for staff to hold a valid driving licence for a job which involves little travelling.
- Failure to recruit a wheelchair user without first considering whether the working arrangements cannot be avoided by making reasonable adjustments.

We are committed to ensuring that all our staff and applicants for employment are protected from unlawful discrimination in employment.

### **3 Implementing equality of opportunity**

#### **3.1 Recruitment and employment decisions**

These will be made on the basis of fair and objective criteria. Our selection procedures are reviewed from time to time to ensure that they are appropriate for achieving our objectives and for avoiding unlawful discrimination.

The requirements of job applicants and existing members of staff who have or have had a disability will be reviewed to ensure that whatever possible reasonable adjustments are made to enable them to enter into or remain in employment with us. Promotion opportunities, benefits and facilities of employment will not be unreasonably limited and every reasonable effort will be made to ensure that disabled staff participate fully in the workplace.

Person and job specifications will be limited to those requirements which are necessary for the effective performance of the job. Interviews will be conducted on an objective basis and personal or home commitments will not form the basis of employment decisions except where necessary. In accordance with recommended practice the ethnic, gender, religious, sexual orientation and age composition of our staff and applicants for jobs will be monitored [on an anonymous basis] at all levels. We will follow the safeguards outlined in Data Protection legislation concerning the collation of such sensitive data.

Appropriate training will be provided to enable staff to implement and uphold our commitment to equality of opportunity and diversity.

Working patterns will be reviewed so as to enable us to offer flexible working to staff with carer or childcare responsibilities where possible. Where necessary, special provision will be made for training for staff returning to work following a break for domestic reasons.

Consideration will be given to developing action programmes to promote equality of opportunity. This will include, where appropriate, a programme of positive action to encourage the development of those who are comparatively underrepresented in certain positions so that they can benefit from employment opportunities on equal terms.

All staff have a right to equality of opportunity and dignity at work and a duty to implement this policy. Breach of the equal opportunity and diversity policy is potentially a serious disciplinary matter. Anyone who believes that he or she may have been disadvantaged on discriminatory grounds is entitled to raise the matter through the complaints procedure.

The Head will have ultimate responsibility for implementation of this policy. The Head will co-ordinate the policy's implementation and can deal with any queries relating to it.

### **3.2 Managing Equality**

The School does not permit race, culture, ethnic origin, religion, sexual orientation or nationality to be used as criteria.

All forms of discrimination by any person within the School's responsibility will be treated seriously as such behaviour is unacceptable. Racist symbols, badges and insignia on clothing are forbidden in School.

Equality of opportunity and inclusion permeates the whole curriculum and is reviewed regularly.

### **3.3 Pupils**

Our aim is to equip pupils with an awareness of our diverse society and to appreciate the value of Equity, Diversity, Inclusion and Belonging. This will be achieved by adherence to the following principles:

- Discrimination on the basis of race, culture, ethnic origin, religion, nationality, gender, sexual orientation, age or ability is not acceptable.
- The objective of the School will be to educate, develop and prepare all our pupils for life whatever their race, culture, ethnic origin, religion, nationality, gender or ability.
- Pupils and teachers will further this by contributing towards a happy and caring environment and by showing respect for, and appreciation of, one another as individuals.
- Pupils are actively encouraged to challenge behaviours and language which are discriminatory and this is supported by whole school assemblies, wellbeing sessions and year group assemblies.

### **3.4 Promoting Equality**

The School is committed to challenging attitudes that promote discrimination, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to equality will be demonstrated through:

- Fostering respect for all groups and individuals within the context of human rights.
- Promoting positive non-discriminatory behaviour.
- Ensuring appropriate support for isolated individuals within the School
- Ensuring high expectations of all
- Encouraging links with the wider community

- Encouraging representation of a wide range of heritages within our curriculum and community.
- Pupils in positions of leadership and responsibility to actively gather pupil voice and feed back in whole school assemblies with the support of Heads of Year, Committee & Council leaders and members of SMT.
- Increasing understanding of different faiths and religions in addition to Christianity, through our RE/TPR curriculum, pupil committees and celebrations.
- Gender inequality will be addressed in all aspects of school life and through the curriculum
- There will be good models of both genders represented through visitors in school.

Every member of our School is responsible for ensuring that this ethos is actively and consistently reflected in practice. We will assess, evaluate and review the impact of our School policies on the life, attitudes and achievement of all groups amongst our pupils and staff. This will enable pupils and staff to develop a critical awareness of diversity and equality, and to have the confidence and skills to challenge instances of prejudice, intolerance and discrimination.

All pupils and staff will:

- Be equipped to understand the reason, logic and have the sensitivity to find ways of resolving arguments and conflicts
- Learn from different cultures, backgrounds, faiths and beliefs
- Recognise the importance of language to a person's identity and belonging
- Take account of the personal and cultural needs of specific individuals
- Ensure that pupils have the skills to communicate and defend their own opinions.

The Learning Enhancement department will:

- Provide CPD to all staff around the needs of all pupils with SEND and EAL each term.
- Use adaptations in class to address gaps in learning and support children towards outcomes.
- Partake in CPD around ASD, ADHD and other SEND requirements throughout the year linked to specific needs of the year groups.
- Audit the SEND and EAL resources in classes.
- Visit lessons and focus on scaffolding and adaptations to support staff.
- Review provision maps regularly.
- Provide SEND and EAL focus in progress meetings.

### **3.5 Teaching and Learning**

This School ensures that:

- Teaching methods and styles take account of the needs of pupils' background experiences.
- Teaching methods encourage positive attitudes to differences in cultural diversity and racial equality.
- Staff receive training (if appropriate) on strategies for helping pupils who have English as an additional language (EAL), additionally, learning support is available.



- Mutual trust and respect are fostered amongst pupils and staff so that all in the School community feel valued and safe.
- Classrooms and other common spaces in the School where work is displayed present positive and challenging images that are non-stereotypical and reflect the multi-ethnic, multilingual and multicultural society.
- Learning is a collaborative and co-operative enterprise.

The School recognises the right of pupils to take time off for religious/cultural observance and action is taken to minimise any disruption to the education of pupils who are absent for religious/cultural observance.

Incidents relating to any protected characteristic will be handled equally seriously and promptly.

### **3.6 Staff Recruitment and Retention**

In all staff appointments the best candidate will be appointed based on strict professional criteria. No job applicant or employee receives less favourable treatment on the grounds of his or her race, sex or disability and no applicant or employee is placed at a disadvantage because of their race, age, sex or disability that is not justifiable in Law under the Race, Sex or Disability Discrimination Act.

The School recognises the value of diversity in School Staff and Governors and will ensure that its recruitment policy:

- Does not discriminate against minority ethnic groups
- Takes steps to ensure that cultural bias is removed from recruitment and selection of candidates and that all involved in recruitment and selection understand how to ensure equality
- Does not discriminate on the basis of race, culture, ethnic origin, religion, nationality, gender or sexual orientation

If the Head is notified that any candidate has a disability then reasonable adjustments will be made.

### **3.7 Staff Career Structure**

All staff are encouraged to apply for positions at all levels in the School irrespective of race, culture, ethnic origin, religion, nationality, gender or sexual orientation.

All staff have access to professional development opportunities as appropriate to career progression.

The School recognises:

- The vulnerability of any isolated minority staff and ensures that appropriate support and opportunities are available.
- The awareness of issues related to cultural diversity and staff effectiveness in dealing with issues of race, religion, nationality, gender and sexual orientation is directly addressed in staff induction, training sessions and performance management meetings as appropriate. The School strives for consistency of approach and effective practice.

## **4 Promoting Equity, Diversity, Inclusion and Belonging for pupils at school and within the curriculum**

Promoting equal opportunities is fundamental to the ethos of Repton Prep. We welcome pupils from a diverse range of backgrounds, which we believe enriches our community and prepares our pupils for the wider world beyond school. We aim to provide a comfortable, welcoming and tolerant environment in which every individual feels valued and can flourish and to develop a culture in which diversity is not merely accepted but celebrated. Respect for others is enshrined in the School's Values and Aims and in the Repton Prep Code.

The School is committed to the promotion of equal opportunities for all, regardless of race, religion or belief, gender (including gender reassignment), sexual orientation, age and disabilities. It is mindful of the protected characteristics set out in the Equality Act 2010.

In addition to scholarships, the School offers a number of means-tested bursaries in order to help make it possible for those who would otherwise not be able to afford the fees, and who meet the School's admission criteria, to attend the School. (see Appendix 4)

Unfair discrimination or any form of derogatory remarks, practice or material must be seen to be quickly and firmly rejected by members of staff, who should be familiar with and uphold the School's Anti-Bullying Policy, Pupils' Code of Conduct and the Staff Code of Conduct. Anti-Bullying posters are published annually to pupils and staff in the prep diaries and are posted around school on noticeboards.

Information regarding pupils' situations and support needs is available on the school database. Pastoral and welfare information can be found on the school Management Information System; EAL and SEND information is maintained by the Head of Learning Enhancement; medical information is updated by the School Nurse.

We take positive action to provide equal opportunity to all students and staff and others using school facilities.

### **4.1 Guiding Principles**

In fulfilling our legal obligations, we are guided by the following principles:

- All pupils are of equal value.
- We aim to reduce and remove inequalities and barriers that may already exist.
- We recognise and respect diversity and actively promote the Equality Act and protected characteristics it identifies.
- We promote a shared sense of belonging in our community. This includes fostering positive attitudes and relationships between staff and pupils.
- As part of our work on Equal Opportunities we aim to consult and involve the whole school community.

### **4.2 Aims**

- We expect pupils and staff to treat each other with respect and dignity at all times.
- We expect that all pupils will have the opportunity to achieve their full potential and be motivated to succeed, secure in the knowledge of their own worth.
- We recognise the importance of preparing our pupils for life in a diverse society where they exercise respect and understanding for everyone.

### **4.3 Religion and Worship**

**4.3.1** Repton Prep has a strong Christian tradition and all pupils are expected to attend services at St Saviour's Church on occasions through the school year. There is a church service for boarders on the second Sunday of each month, although other pupils and parents are also welcome, and musicians regularly perform. These services are an expression of the identity and values of the school community and, while they are conducted within the tradition of the Church of England, there is a strong emphasis on general moral development and the individual's journey of faith. The School promotes the values of personal integrity, tolerance and respect for others, and a sense of responsibility for the more vulnerable within their community. Pupils are encouraged to participate in the planning and conduct of the services. The Chaplain also attends and speaks at assemblies on a regular basis.

**4.3.2** The School supports religious observance such as Ramadan and allows greater flexibility across routines and timings for those undertaking periods of fasting and prayer.

### **4.4 Race, language and culture**

**4.4.1** The School welcomes applications from staff and pupils of any race, nationality and ethnic origin. Repton Prep has always been an international school and the current pupil body includes those from many different countries, including China and the Far East, Russia, Ukraine, Turkey, the Middle East and America. Pupils whose families are based outside the UK comprise a mixture of foreign nationals and expatriates.

**4.4.2** All official activities within the School, including lessons, are conducted in English and in order to cope with the academic demands of the curriculum and the social environment of the School, pupils are expected to be competent and confident English speakers. Pupils for whom English is a second language are tested as part of the Admissions process, to ensure that they can access the curriculum, and there is a programme for those pupils who are not native speakers of English.

**4.4.3** Pupils are also encouraged to speak English in all group situations, in order to ensure that there is no exclusion of any individual. Staff, however, recognise the demands that this places on pupils, particularly in the early stages of their Repton Prep career, and will support appropriately. It is also appreciated that at times those with a common language will wish to socialise together and will, naturally, speak in their native tongue on these occasions.

**4.4.4** The Head of EAL is a member of the Learning Enhancement department with particular responsibility for monitoring and promoting the welfare and pastoral needs of pupils from cultures and countries beyond the UK.

**4.4.5** The intimacy of prep school life creates an ideal environment in which pupils can acquire an appreciation and understanding of each other's cultures and develop qualities such as mutual respect and tolerance. Opportunities will be taken to celebrate the cultural and linguistic diversity of the School: for example, meals that celebrate the cuisine and culture of different countries; recognising international festivals such as Lunar New Year; through assemblies and the pastoral programme.

## **4.5 Gender**

- 4.5.1** There is a well-established and successful history of co-education at Repton Prep. The gender balance is currently approximately 54% boys and 46% girls.
- 4.5.2** All pupils enjoy equal access to the opportunities and facilities offered by the School and the vast majority of activities, including lessons, are co-educational, with just a small number, notably sports practices and aspects of the PSHE programme, gender-specific for practical reasons. Care is taken to ensure that as far as possible there is an appropriate balance of gender when allocating positions of responsibility or creating opportunities within the academic and extracurricular programmes, whilst still reflecting the abilities, interests and commitment of the individual pupils.
- 4.5.3** Efforts are made to ensure that both boys and girls are present in appropriate numbers on pupil committees and other bodies.
- 4.5.4** Boys and girls are accommodated in separate boarding houses but the School is committed to providing the best possible standard of accommodation in all houses and has an ongoing programme of refurbishment. While each House has its own distinct atmosphere, all are managed in reference to a common set of school policies, rules, regulations and practices and there is regular co-ordination and discussion between the Houseparents and SMT to maintain consistency and to promote best practice.
- 4.5.5** Lesbian, gay, bisexual or gender questioning pupils are received supportively and positively, within a culture that promotes respect for individuality, tolerance and diversity.
- 4.5.6** Additional provision is made for Transgender pupils (Please see Appendix 3)
- 4.5.7** All pupils are required to adhere to the School's Dress Regulations. The uniforms are not gender-specific and instead refer to Uniform A and Uniform B. Pupils may choose to wear either set but may not mix the two uniform lists and all pupils are expected to adhere to the same standards of smartness.
- 4.5.8** Any requests for variations on religious or other grounds will be considered by the Head. These must be consistent with the School's ethos on dress and its Health and Safety requirements.

## **4.6 Age**

- 4.6.1** The School accommodates pupils who are rising 3's up to the age of 13 and therefore spans an age range in which individuals develop very significantly in terms of personal confidence and independence.
- 4.6.2** Our Pupil Code of Conduct exists to enable the School to be a purposeful, safe and happy community where each member can fulfil their potential. All of our pupils are encouraged to show consideration and care for themselves, each other and the school facilities and environment right from Nursery through to Year 8. However, there will naturally be differences in our expectations of our pupils according to their age. Our standards and expectations are high for all pupils but will be age-appropriate.

## **Disability**

**4.6.3** Members of staff should be prepared to give every assistance to any existing or potential pupil with a disability. The School is aware of its responsibilities under the Special Educational Needs and Disability Act and has a three-year accessibility Plan. The Head of Learning Enhancement will maintain a register, ensuring that all staff are aware of pupils' Learning Disability/SEN needs and offer appropriate support and guidance. Management of individual pupils' needs resides primarily with the Deputy Head Pastoral and Boarding, who will ensure that appropriate accommodation is made of the physical, educational and social environments and liaise with all relevant and appropriate bodies within the School and beyond. The School has in recent years successfully accommodated a number of individuals with specific needs.

**4.6.4** Any sanctions given to pupils will take into account any SEN or disability of the individual pupil.

## **4.7 Dietary requirements**

**4.7.1** The School operates a central dining hall system for all meals (breakfast, lunch and tea). This builds a sense of community and camaraderie amongst the pupils, fosters good manners, develops positive interaction and relationships with adults and enables staff to monitor pupils, particularly with regard to their general well-being and their diet, regularly and unobtrusively.

**4.7.2** The School will seek to accommodate the dietary requirements and, as far as possible, preferences of pupils. In addition to the main dish of the day, a vegetarian option is always available for non-meat eaters, as well as salads, a deli bar and baked potatoes. Fresh fruit is offered as an alternative to the main pudding. Accommodation will be made for those who have particular dietary needs for either medical or cultural reasons, such as halal meat or gluten-free diets. Feedback is regularly sought from pupils and they are encouraged to engage positively in menu-planning via mechanisms such as the Food Committee and food surveys.

**4.7.3** Responsibility for providing an appropriate, nutritious and varied diet for all pupils lies with the Head of Catering, working closely with school chefs.

## **4.8 Education and curriculum**

**4.8.1** The School actively promotes the values of tolerance, respect for others and the celebration of diversity by, for example:

- the example set by staff
- assemblies, chapel services and other whole-school events
- the activities of academic enrichment such termly Dinner and Debates
- charitable activities such as the Christmas Fayre, the House Charities and other fundraising initiatives
- engagement with the wider community via concerts and competitions
- links with the Repton Family of Schools
- links with other local schools through educational and outreach initiatives
- PSHE and Pastoral programmes to effectively and successfully address issues such as racial prejudice and discrimination, sexual harassment, child on child abuse, homophobia, issues around gender identity and sexual choices, issues of faith and extremism, and that it actively promotes and celebrates the contribution of all groups to society, particularly those who have historically been under-represented.

- other curriculum opportunities – for example, in English, Drama, Religious Studies, History
- promotion of positive role models
- opportunities for pupil voice to ensure all views and opinions are heard and respected, through our pupil committees (please see Appendix 2)
- celebrations of diversity and understanding of the wider world.

**4.8.2** All school academic departments are asked to regularly review and update their curriculum content in order to promote the value of diversity and teach the historical and academic contributions made by those from a range of ethnicities and backgrounds across all subjects. Each half term, staff are asked to contribute to a EDIB tracker which helps to map out how different themes are deployed across the wider curriculum. Some examples, which are not exhaustive, are listed below:

- All RS and TPR lessons encourage discussion and the importance of understanding and respecting other views/beliefs as a fundamental British value.
- Y3-Y8 History now includes specific units and lessons within units that provide opportunities for pupils to explore non-western civilisations as well as diverse voices in history. The History curriculum is structured using 'meanwhile elsewhere' framework with pupils studying a non-western civilisation each academic year. Y4, for instance, study Anglo Saxons then the Maya to understand concurrent civilisation. Similarly, Y6 study Stuart England and then Feudal Japan.
- All British history topics include a specific lesson given to diverse voices of the period. Y6 study 'Black Tudors' as part of their study into Tudor England. Y7 study William Cuffay as an example of BAME political protest. Y8 study both Anne Lister as inclusion of LGBT history, and Sophia Duleep Singh as an example of BAME female political activism.
- Pupils have the ability to respond and reflect on units taught. For example, Y7 vote held on upcoming Lent Topic – French Revolution chosen by Year 7 vote. Pupils are able to discuss topics covered in the previous year which they had not enjoyed (Agricultural Revolution/Chartism/Reform Acts) and suggest changes for future year groups. Pupils also able to reflect on their favourite topics taught to ensure learning is engaging and motivating for all. Curriculum updated for 2024/2025 to reflect pupil engagement and interest.
- In Drama script choices in Y8: reflective of different socioeconomic backgrounds and the role of education. E.g. Blood Brothers, Our Day Out, Our Generation, Teachers. Pupils study the context to these texts and stage thoroughly with this in mind.
- Melodrama taught in Y6: Exploring gender inequality in original characterisations, work to modernise set pieces to subvert stereotypical norms.
- Romeo and Juliet is taught in Year 5 and explores original performance conditions, the class system and the role of men and women on the stage. Wider discussions on how theatre has changed and the role of the actor.
- School production audition process: inclusive of all Year 7 and 8 pupils that wanted to audition for a role, many pushing themselves out of their comfort zone in 'open audition' environment. Supportive audiences are in each session.



- Large parts of the Modern Foreign languages course covered in Y6-8 look at French spoken around the world and how peoples' lives differ in these countries. Much is based around Burkino Fasso and clips are shown about life in Guadeloupe and in Haiti. Pupils look at the historical impact of colonialism on Haiti and contrast it to The Dominican Republic.
- In Art, Year 7 pupils discuss how they see themselves. Developing to self portraits using various media. The project is both challenging and can be explored in the pupils' own media of choice.
- Year 8 scholars challenge their self perception on a self led topic project. Experiencing first hand of being surrounded by new artists and gallery spaces. Pupils are able to engage in their own opinion of artists' work and the concepts around the work.
- All pupils in Art from year 3-8 have the opportunity in challenge for all. Wall displays in art room give monthly artistic challenges and tasks. There is also an artist of the month, showcasing good examples of work in the department. At the end of the lesson pupils are encouraged to give feedback to peers in a supportive and constructive method, challenging ideas and promoting new ideas and perceptions.
- In Y4 Geography pupils learn about sustainability. Through this we have explored the notion that there is a disparity in shared resources in the world and that this should factor into their choices when thinking about their own levels of consumption/waste.
- In Year 7 & 8 Modern Foreign Languages compares and contrasts the culture in the UK and the Spanish speaking world. Pupils learn about the numerous dialects spoken in the various regions in Spain, as well as the difference in the school systems. Over the course, they learn about many festivals celebrated in Spain and Latin America and the importance of their culture.
- A diverse range of issues are debated on a weekly basis in all lessons. Children are supported in discussing how proposals may disproportionately affect those from different backgrounds.
- A map of the world is displayed on electronic boards around the school site and is updated weekly with information on festivals and celebrations around the world.

## 5 Monitoring

5.1 The School monitors, evaluates and reviews the success of its EDIB and Equal Opportunities policy by, for example:

- weekly review by SMT through behaviour and complaints logs
- review by houseparents and other school bodies;
- discussion within the pastoral and wellbeing teams
- critical discussion with pupils, parents and staff
- PSHE/SMSC audit (which includes Fundamental British Values)
- EDIB curriculum audit
- if a disciplinary matter relates to an EDIB issue, the pupil completes work that reflects on lessons learnt in order to educate pupils in making the right choices

5.2 The Deputy Head Pastoral and Boarding chairs the School's Equity, Diversity, Inclusion and Belonging Staff Working Group. This group meets at least termly to discuss and monitor the observance of these key aspects within the school community, giving a point of contact for any staff or pupils wishing to raise concerns or questions, and overseeing school initiatives and events promoting the value of Equity, Diversity, Inclusion and Belonging.



## **Appendix 1:**

### **Staff Code of Conduct:**

#### **Repton Prep Staff: Inclusion and Belonging**

1. All staff should feel valued by the School for the work they do.
2. All staff, regardless of gender, religion, marital status, disability, age, ethnicity, or sexual orientation should feel respected as individuals and as professionals.
3. Repton Prep is more than a School, it is a community in which no member of staff should feel excluded or unrecognised.
4. As a community, all staff benefit from, and are expected to contribute fully to boarding school life in its many, seven-day-a-week forms: academic, pastoral, extra-curricular, social, spiritual and cultural.
5. All staff should expect colleagues to be fair and courteous in all professional interactions.
6. Communication between colleagues – learning from, referring to, advising and appreciating one's peers – is a vital part of the Repton Prep community, both within and beyond one's own department, discipline or expertise.
7. In times of difficulty, all staff should be able to rely on the help of their colleagues and feel confident to use the existing support structures for any help they might need.
8. Staff should feel able to raise any issue which affects their professional life, or raises concerns about colleagues or the School, without fear of criticism or of an opinion being held against them.
9. In setting an example to pupils and in reassuring parents, few professions demand as much in determining the way staff must talk, dress and act. We model high standards of behaviour and appearance to the student body. All staff must observe professional standards, but this need not be at the expense of one's own identity.
10. All staff should always feel able to offer constructive comments or suggest ideas in the interests of the pupils, the School or of their colleagues.
11. All staff should feel that their work is fairly assessed and managed, some through a standardised appraisal programme, in an open and consultative process.
12. The Head is accessible to all staff on a daily basis.

## **Appendix 2:**

### **Pupil Voice and Community at Repton Prep:**

At Repton Prep, our pupils' views are very important to us. We have various committees and councils, and pupils complete regular surveys and questionnaires to help us to hear to their views, wishes and experiences. We understand that children and young people need to be provided with meaningful opportunities to share their experiences, views and hopes about their school. Pupils need to know that it is safe and that it is important for them to express their views on what happens at school. They need to know that what they say is valued and will be listened to and considered.

We recognise the importance of our pupils having opportunities to take on more active roles in supporting around school, and particularly for our older pupils to act as role models for the younger ones. Pupils can be elected from all year groups to a variety of councils and committees, including:

- School Council
- Food Committee
- Eco Committee
- Sports' Committee

Additionally, pupils can also take on various leadership roles including:

- Heads of Houses
- Boarding House Captains and Vice-Captains (Junior and Senior)
- Sports' team captains
- Library Assistants
- Form Recycling Monitors

When our pupils get to the top of the school, they can also take on a variety of voluntary positions of responsibility, known as the R-Team. A key aim of the R-Team is to give our pupils responsibility, to gain their direct input and feedback and to help to build their confidence; it also allows them to positively influence school life. R-Team roles are varied: Lost Property monitors, Reading Buddies for younger pupils, Charity Representatives, Theatre Assistants, Music Assistants, Break and Dining Assistants, Peer Group and Young Pupil Mentors, Pre-Prep Support Assistants.

We place great value on developing our young people and preparing them effectively to become well respected adults and global citizens. Repton Prep is not just about developing pupils' academic skills and talents but recognising and developing the key interpersonal skills required to be successful in the wider world.

Pupils at Repton Prep are expected to uphold the values of decency and consideration for others in their conduct beyond the school site and outside of term time. This includes online and in their use of social media. The School reserves the right to consider under its disciplinary procedures any conduct which brings the School into disrepute or impacts adversely upon the community or the individuals within it. This includes, but is not limited to, any breaking of the law, involvement with drugs, possession of extremist or pornographic material, and offences on social media or the internet.

# The Repton Prep Code

## Repton Prep's Learning Skills:



**Resilience:** To be able to bounce back from any setbacks and be steadfast in striving to achieve one's goals and ambitions.



**Reflection:** To show self-awareness and be able to identify one's own strengths and areas for further development of skills or knowledge.



**Responsibility:** To be a reliable citizen, seeking opportunities to show leadership and strength of character. Be a role model to others in the community.



**Communication:** To be able to listen effectively to others, convey ideas orally and in other written forms. To be open and honest in communication with others.



**Collaboration:** To be able to work well with other members of the community, both during lesson times and in social situations, as well as entrepreneurial endeavours.



**Curiosity:** To show an interest in learning and understanding of the wider world, leading to a motivated and increasingly independent approach to study both at home and in school.



**Kindness:** is at the heart of all we do at Repton Prep. The entire school community is encouraged to act with kindness at all times, and through all actions and decisions.

## Our Values:

**Respect:** Founded on a deep regard for common humanity in each other.

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**Wholeness:** Of the person in moral, intellectual, social, and physical endeavours.

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**Truth:** The goal of a life-long process of learning.

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**Excellence:** As an aspiration for all, in every pursuit, both individual and collaborative.

The Repton Prep Code exists to instil skills and values into pupils that will stand them in good stead both in school and in wider life, all of which are underpinned by Kindness.

This simple code lies at the heart of all that we represent as a school community. Whilst not explicitly stated before Year 2, the Code forms the basis of our behaviour management system and is implicitly understood by all. Pre-Prep pupils follow a simplified version of the Repton Prep Code called Golden Rules. We aim to provide a structured environment where pupils understand the ground rules and expectations are clearly defined and taught.

## Appendix 3:

### Provision for Transgender Pupils and Staff

- 1.1. The School recognises that the rights and protection of transgender people are currently a rapidly developing area of law. As such, the School is actively working to ensure that there are systems in place with a view to ensuring that standards are being met, for all pupils, including those who are questioning their identity and or/ experiencing gender-related dysphoria.
- 1.2. The School aims to work closely with all pupils affected by policies and decisions relating to gender and also with their parents. In doing so the aim is to find sensitive and pragmatic solutions which ensure that every pupil:
  - Is safe
  - Has their privacy and dignity respected
  - Is enabled to access education and participate fully in the life of the School
- 1.3. The School recognises that there will be a need for flexibility of approach to supporting and including pupils experiencing gender-related dysphoria. At the same time, the other academic and pastoral needs of the pupil should not be overlooked.

## 2 Definitions of Terms:

Transgender children may be: *“Children or young people, experiencing gender-related distress, gender-questioning or needing support around gender”*

It is recognised that transgender children are not a homogeneous group. Some transgender pupils may thrive during a period of gender-questioning. Others may find that this period is accompanied by a level of distress which can impact on their functioning and or development.

The protected characteristic of “gender reassignment” is defined in Section 7 of the Equality Act, 2010. Some transgender pupils may have other protected characteristics in addition to or instead of gender reassignment.

The School will always seek to support any pupil who is questioning their gender or expressing a desire to identify as a person not of their assigned sex at birth. As soon as possible, parents should be brought into any such discussion. As part of this process, a counselling service is always available alongside the support of the Pastoral team.

## 3 Areas of consideration for School:

### 3.1 *Bullying, respect and self-esteem:*

The School recognises that no person should live with intimidation, ridicule or ostracism on account of their identity. It is the aim of the School to value the dignity of every pupil and to affirm this. There is a clear Anti-Bullying Policy which is published on the website, alongside age appropriate pupil expectations. The PSHE curriculum also actively encourages respect for other people with reference

made to the Equality Act. In addition there is an emphasis on the active promotion of Fundamental British values including individual liberty and respect.

### *3.2 Political balance:*

When Political issues are brought to the attention of the pupils these are delivered in a balanced way. It is the aim of all staff to ensure that opposing views are presented fairly.

### *3.3 Relationships and Sex Education (RSE):*

Respect for others is a clear aspect of the statutory RSE legislation. At Repton Prep, RSE is taught within the wider PSHE programme. The programme aims to ensure that teaching is sensitive and age-appropriate. This means that pupils are being equipped to make decisions for themselves about how to live their own lives. There is also an emphasis placed on the need to respect the rights of others to make their own decisions.

### *3.4. Gender stereotypes:*

The School is alive to the issues of gender stereotypes including: everyday sexism, misogyny, homophobia and gender stereotypes. There is active promotion of a culture where these stereotypes are not tolerated and are properly tackled.

### *3.5 Admissions:*

The School recognises that a pupil's sexual orientation or gender identity is not a lawful consideration in determining admission. This is per the guidance in the Gender Recognition Act, 2004.

### *3.6 Uniform:*

The School looks to ensure that consideration is given to any request regarding a change of uniform. These requests should be made individually to the Head.

### *3.7 Sport:*

All pupils are actively encouraged to take part in Sport at Repton Prep. Consideration will be given to separating pupils by sex for Sport where strength, stamina or physique will have an impact. It is recognised that sport can be restricted to pupils of one birth sex where the restriction is necessary in the interests of fairness and or safety. The School is guided by the Sport England advice or by the relevant governing bodies of individual sports. The School will document its approach to participation by transgender pupils where appropriate.

### *3.8 Toilets and changing rooms:*

Toilets must be suitable for all pupils. The provision of these facilities will have regard for the "sex and special requirements" of pupils. Consideration will also be given to the privacy of the individual pupil. There will also be thought given to access to the disposal of sanitary products. There are labelled "inclusive" toilets around the School site.

### *3.9 Confidentiality:*

There may be situations when a pupil confides in a member of staff about sexuality and or gender identity but does not want this information disclosed more widely.

Where possible the School will work cooperatively with parents as primary carers. At the same time the School will take into account the wishes and feelings of the child as per Gillick competency.

Where appropriate the School will work with pupils in an appropriate and sensitive way to help them understand the implications of their decisions. School staff should also manage pupil's expectations and avoid assurances of confidentiality.

The School will encourage pupils to discuss the situation with their parents and where appropriate support them to do so.

#### **4. Transgender specific considerations:**

The School recognises that a change of name is normally a trigger point for providing support:

The School will work to accommodate the pupil's preferences.

There will be support for the pupil to communicate about this to their family and peers.

Consideration will also be given to:

- How long the pupil considers they have been transgender
- Whether or not they are receiving treatment
- Whether welfare plans are in place
- Guidance from children's social care if anyone at the School has concerns about the pupil's welfare or considers them at risk of harm

##### **4.2. Name:**

All pupils should be registered at the School by their legal name. A pupil cannot change their name without parental consent before they are 16. Repton Prep will work with parents and pupils to record a preferred name on the information management systems.

A pupil's right to decide name and gender identity is linked to capacity. In a situation where there is parent and pupil disagreement on names and pronouns the School may need to submit an Early Help Referral.

All name and gender changes will be handled sensitively and respectfully by the School.

Even if a transgender child is using a different name, they may be required to use their legal name for formal exams. In these circumstances, we would speak with the child and their family and liaise with the relevant exam board to clarify the situation.

Technically, children can be entered under any name with an Examination Board. However, it is a very complex matter. Once a result is accredited it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the examination year. UPNs and ULNs are only linked with legal names, not preferred names. It is possible for examination certificates to be issued in the preferred name, but any young person finding themselves in this position should discuss this issue with the School and parents to ensure the best way forward.

Prior to examinations the School will ensure a strategy is agreed with the child and their parents, then agreed with the destination senior school or examination board.

#### *4.3. Risk Assessment, supervision and safeguarding:*

The School aims to safeguard and promote the welfare of all its pupils. The aim of the School is to foster healthy and respectful peer-to-peer communication and behaviour. It is recognised that lesbian, gay, bisexual and gender questioning pupils can be targeted and that national data indicates that incidents of homophobic and transphobic bullying are common in schools.

### **5. Staff:**

The School recognises that employees are protected from discrimination based on their gender identity. The working environment should not in any way be intimidating, degrading, hostile or offence to staff with a protected characteristic

It is recognised that there is scope for conflict between protected characteristics – religion and belief, sexual orientation and gender identity.



## **Appendix 4: Transformational Bursaries**

1.1 The School is committed to providing transformational bursaries for a number of pupils each academic year.

1.2 The transformational bursary project is a major part of the School's outreach work.

1.3 The Head works with the Deputy Head Admissions and Marketing and Admissions Manager to encourage applications for the School's transformational bursaries programme, where appropriate, in tandem with local authorities and with national organisations.

1.4 The School works actively with the Royal Springboard Foundation and provides a number of places for Springboard pupils ([royalspringboard.org.uk](https://royalspringboard.org.uk)).

1.5 The School also works with other national organizations such as Buttle, where appropriate (<https://buttleuk.org/>).

1.6 The hope of the transformational bursaries programme is to provide places for pupils at the School from minorities or under-represented groups.

## Appendix 5: Staff Responsibilities - Embedding an Equal, Diverse and Inclusive Culture

<p><b>The Deputy Head Pastoral and Boarding will:</b></p>	<ul style="list-style-type: none"> <li>• Monitor all aspects of behaviour amongst the pupil body, ensure that data is collected, logged and scrutinised and sanctions assessed for incidents involving ethnicity, religion, gender and gender identity.</li> <li>• Ensure that sanctions given are appropriate to the needs of particular individuals eg. SEND pupils and work set in timed conditions and involve no discrimination, either overt or unconscious.</li> <li>• Ensure that pupil voice is surveyed, measured and recorded</li> <li>• To work on projects with our partnership schools and the local community in order to open Repton Prep's facilities to a wider audience.</li> <li>• In conjunction with the DHP and via annual surveys, enable all pupils to voice experiences of, and attitudes to, protected characteristics to establish an understanding of how EDIB matters impact on the School to enable an informed response.</li> <li>• Lead discussion of significant EDIB events eg. Black History Month, Lesbian, Gay, Bisexual and Gender Questioning Pride events, Lunar New Year, boarding themed evenings and oversee celebratory or informative events</li> <li>• Report on EDIB to the Pastoral &amp; Safeguarding Committee on a termly basis.</li> <li>• Deliver the principles of EDIB systematically through the PSHE and RSE programmes and through any associated talks or speakers in order to achieve both regulatory compliance and effective outcomes for our pupil body.</li> <li>• Seek opportunities for EDIB CPD.</li> <li>• In consultation with the Head, and thereby with recourse to the School's PR consultants, other external agencies where necessary, the governing body and the Marketing Department, as well as the DHP and the pastoral team, oversee responses to events of national significance (eg. BLM, Sarah Everard) which impact on EDIB issues and pupils within the school.</li> <li>• Under the guidance of the Head and via the Through School Committee, establish clear rules for uniform and appearance which balance the need for smart formality with an appropriate reflection of individual need.</li> <li>• Ensure mechanisms for all academic staff EDIB issues to be voiced, consulting the Director of HR where necessary or appropriate.</li> <li>• Ensure ongoing CPD relating to EDIB at staff INSET.</li> <li>• Maintain a log of all minor staffing issues relating to EDIB alongside scrutiny of any staff disciplinary or professional matter for EDIB characteristics.</li> </ul>
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<b>The Deputy Head Academic will:</b>	<ul style="list-style-type: none"> <li>• Conduct a review of the Repton curriculum to ensure that it reflects, on a Through-School basis, the key concepts of EDIB, offering positive examples of protected characteristics and creating opportunities for diversifying curriculum content.</li> <li>• With the Head of Learning Enhancement, ensure that reasonable adjustments are made for individuals with additional needs and disabilities.</li> <li>• Ensure that educational initiatives and the Enrichment programme, including pastoral and the speaker programmes, have an EDIB component and that external speakers are properly vetted.</li> <li>• Deliver educational initiatives which are open to the local community and other schools</li> <li>• Ensure that via the Curriculum Policy, departments have policies in place on critical aspects of EDIB eg, race in English Literature in the role of Crooks in 'Of Mice and Men' or how we teach colonialism in History or offering both a range of British and World history as a Through-School model.</li> <li>• Report on EDIB to the Academic Committee on a termly basis.</li> <li>• Ensure that, with reference to all stakeholders, for all Inspection purposes the School is compliant.</li> </ul>
<b>Governors will:</b>	<ul style="list-style-type: none"> <li>• Review the safeguarding elements of EDIB at the termly Pastoral Committee</li> <li>• Review the management of EDIB in the School as a standing item on the agenda for the Pastoral Committee</li> <li>• Receive a summary of EDIB implementation in full governing body reports, following an annual review by the Head and the Executive.</li> <li>• Review this policy annually.</li> </ul>