

Equality, Diversity, Inclusion and Belonging Policy

This policy applies to:

Francis Holland Regents Park Francis Holland Sloane Square Francis Holland Prep

Where there are differences between the schools these have been clearly highlighted.

Policy owner	RP: Assistant Head Teaching & Learning SSq: Senior Deputy Head Pastoral Prep: Senior Deputy Head and DSL
Type of policy	Regulatory - Regulation number: Part 2 para 5 Spiritual, moral, social, and cultural development of pupils
Last reviewed / approved by / date	January 2025
Next school review due	January 2027
Next council review due	Spring 2027
This version published	February 2025
Circulation	<input type="checkbox"/> Trust Website <input type="checkbox"/> Schools' Websites <input checked="" type="checkbox"/> Schools' Sharepoints <input type="checkbox"/> FHS People All policies are available from the Trust Office, Francis Holland Schools Trust, 35 Bourne Street, London, SW1W 8JA
Linked Policies	<ul style="list-style-type: none"> • Admissions • Behaviour and Sanctions • Staff code of conduct • Safeguarding and Child Protection • Complaints • PSHE, Citizenship, Careers and Relationships and sex education • Curriculum • Anti-bullying • Exclusions • Learning Needs • Recruitment, Selection and Disclosure • Chaplaincy • Health and Safety

Revision History

This section should be completed by the reviewer each time this policy is reviewed

Changes made [Brief description of edits]	Date
New policy	Autumn 2023
New content and terminology added throughout.	Jan 2025

Equality, Diversity, Inclusion and Belonging Policy

Introduction

Francis Holland Schools (the “Schools”) are committed to enabling and supporting a safe, supportive, and inclusive learning environment for every pupil, staff, and member within our community. Our Equality, Diversity, Inclusion, and Belonging (EDIB) Policy outlines our commitment to promoting equality, celebrating diversity, fostering inclusivity, and ensuring that everyone feels a sense of belonging within our schools’ community, which is rooted and aligned with the School’s values and vision.

Scope of the Policy

This policy applies to pupils, staff, our governing body, and Heads of the Schools. The roles and responsibilities of these stakeholders are outlined within this policy.

The purpose of the EDIB policy is to:

- **PROMOTE EQUALITY** - Ensure that all members of the school community are treated with fairness, respect and equal opportunities, regardless of their background, identity, characteristics, or circumstances. Striving to eliminate discrimination as defined under the Equality Act 2010, address inequalities within the Schools community and advancing equal opportunities.
- **CELEBRATE DIVERSITY** – Recognise, value and celebrate the rich diversity within our school and wider community, to encourage respect and appreciation for personal differences, which includes differences in race, ethnicity, religion, gender, sexual orientation, disability, and socio-economic background. Provide an environment in which healthy, respectful discussion and dialogue are facilitated and welcomed.
- **FOSTER INCLUSIVITY** - Foster an inclusive learning and working environment that supports the needs of all individuals and allows them to participate in all aspects of school life. Identify and seek to remove barriers across teaching and learning, pastoral care, cocurricular and recruitment that may prevent this.
- **PROMOTE BELONGING** - Cultivate a sense of belonging, psychological safety, and connectedness among all members of our school community, where everyone feels valued, respected, safe and supported. A sense of belonging means our pupils will feel comfortable to take academic risks with their learning, learn from their mistakes, and feel free to challenge each other in a healthy and supportive way.

Promote Equality and Non-Discrimination

The Schools are committed to promoting equality and preventing discrimination on the grounds of age, disability, gender reassignment, marriage, civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, the 9 protected characteristics outlined in the Equality Act, 2010. The Equality Act 2010 brings together all the legal requirements on equality that the private, public, and voluntary sector needs to follow to protect people from discrimination based on protected characteristics.

The Schools will take all allegations of discrimination very seriously and will commit to investigating them properly and fairly and in line with the Safeguarding and Child Protection and Behaviour and Sanctions Policy. Discriminatory behaviour, victimisation and any form of harassment will not be tolerated within the school, and appropriate measures will be taken to address such incidents promptly in line with our code of conduct and Behaviour and Sanctions Policy.

All staff and pupils are expected to challenge and report any incidents of bullying, discrimination, victimisation, or harassment that they witness.

Ongoing EDIB training for staff and governors is to be embedded with the Schools’ CPD programmes.

Celebrating Diversity

The Schools actively seek to celebrate the diverse backgrounds and experiences of our pupils and staff, and school community, to include diverse perspectives throughout school life, including in the curriculum, enrichment, co-curricular activities and training opportunities.

The Schools seek to provide an environment in which healthy discussion is facilitated, recognising the rights of all people to participate in dialogue and express disagreement, and is committed to building a safe culture in which difference in opinion is heard and respected.

The Schools use opportunities such as school assemblies and PSHE to enhance an understanding of our multicultural society, to challenge conscious and unconscious prejudice, and to question stereotyping. Events, festivals, and cultural celebrations from various backgrounds are encouraged and supported within the school community to promote cross-cultural understanding and appreciation. The Schools development of a school calendar, highlighting key dates throughout the year, ensure all are mindful of diverse holidays, events, and celebrations – and opportunities are provided for inclusion.

At Regent's Park, the Hale Lectures and the Global Perspectives carousel are central to celebrating diversity, as are enrichment activities, the Speaker Programme, and the International Evening at Francis Holland Prep.

At Sloane Square, our EBID forum is at the heart of promoting diversity and celebrating inclusion. Supported by our sixth form ambassadors, students promote the change they want to see. The SSQ Centre of Creative Learning provides resources and support that reflects the identities and experiences of the school community.

Within the Schools, assemblies bring together the whole community to reflect on moral, spiritual, and ethical issues.

Fostering Inclusivity

Reasonable adjustments will be made to ensure that all pupils, regardless of their individual needs, can access an ambitious and high-quality education. This includes providing support for pupils with special educational needs and/or disabilities (SEND). The Schools have a specific policy relating to learning needs.

The Schools offer a number of bursaries and scholarships for entry at 11+ and 16+. Particular attention has been given to ensuring that provision for uniform, laptops and access to co-curricular activities are proactively offered to pupils in receipt of 100% bursaries.

Recruitment

The Schools' Recruitment, Selection and Disclosure Policy ensures inclusive recruitment practices are upheld. The Schools commit to staff training on EDIB principles.

Promoting Belonging

The Schools are committed to creating a welcoming and nurturing environment where every member of the school community feels a sense of belonging. This includes valuing the unique contributions of each individual and promoting positive relationships among pupils and staff.

Through annual surveys, the Schools actively listen to, and engage with, the concerns and suggestions of pupils, staff, and parents to continuously improve our school's inclusivity and sense of belonging.

The Schools have EDIB Leads to listen actively and promote pupil voice so that everyone feels represented and heard within our school community.

Regent's Park have appointed an EDIB representative on the Head Girl's Team alongside EDIB student ambassadors in every year group to ensure there are clear channels to raise concerns across the school.

Sloane Square has two Ambassadors for Equality, Diversity, Inclusion and Belonging, and an Interfaith Ambassador. There are also EDIB student representatives in every year group. Student voice in the Prep School comes through the Head Girl Team, Prefects, Form Captains, and the School Council.

Roles and Responsibilities

EDIB is a whole school priority and everyone's responsibility.

Our Heads will:

- Ensure that staff, parents/carers, pupils, visitors, and contractors are informed about the Equality, Diversity, Inclusion and Belonging Policy
- Oversee the effective implementation of the policy to ensure staff have access to training which helps to implement the policy
- Monitor the policy and report to the Governing Body at least annually on the effectiveness of the policy.

Our Governing Body will:

- Ensure that the objectives arising from the policy are part of the School Development Plan when necessary (SDP)
- Support the Headteachers in implementing any actions necessary
- Evaluate and review the policy annually

Our pupils will:

- Be involved in the development of the Policy and will understand how it relates to them, appropriate to age and ability
- Be expected to act in accordance with the Policy
- Be encouraged to actively support the Policy.

Our school staff will:

- Be involved in the development of the Policy
- Be fully aware of the Equality, Diversity, Inclusion and Belonging Policy and how it relates to them
- Understand that this is a whole school issue and support the Equality Policy
- Ensure that methods, language, questioning, and classroom management include and engage all pupils
- Ensure that suitable resources are chosen which motivate and are sensitive to diverse groups, cultures, and backgrounds
- Ensure that stereotypes and what are thought to be stereotypical activities are effectively challenged
- Ensure that they are aware of possible cultural assumptions and bias within their own attitudes
- Make known any queries or training requirements.

Monitoring and Review

This policy will be reviewed annually to ensure the Schools are evaluating the effectiveness of inclusive practices across the Schools, through involvement of the stakeholders of this policy

The Schools will collect and analyse data on equality and diversity to identify and inform areas for improvement, acting where necessary.

Accessibility of Policy

This policy will be adjusted and provided in appropriate formats.