



Myddelton College

Equality, Diversity, Inclusion, and Anti-Racism Policy

Policy produced by	Headteacher, Deputy Head – Pastoral and SLT 2022	
Date policy reviewed and approved	DHT (P) Sept 2024	
Reviewed and approved by	HT LDA and SLT Nov 2024	
Next review due	Nov 2025	
Published on website	Yes	No

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Equality, Diversity and Inclusion, and Anti-Racism Policy.

Taken from: Race Equality Action Plan

“An introduction to an Anti-Racist Wales

Last updated: 29 March 2022

The Welsh Government will take action to make Wales an Anti-racist nation. In our many discussions and conversations with Black, Asian and Minority Ethnic people (ethnic minority people for short) and wider, they told us that we needed to take an anti-racist approach.

During 2020 and 2021 the Welsh Government consulted on a Draft Race Equality Action Plan. We are now publishing the final plan, setting out what we will do.

We have strengthened and renamed it to the “Anti-racist Wales Action Plan” (the plan). From our community engagement, and the responses to our consultation, it became clear that an anti-racist approach was needed.

Adopting an anti-racist approach requires us to look at the ways that racism is built into our policies, formal and informal rules and regulations and generally the ways in which we work. In this introduction, we will be using the term ‘policies’ for short, and these are often made by Government and affect all our lives.

It is important that the Welsh Government has made looking at its own policies in all areas, health, education, employment, housing and many more, a priority to ensure they are anti-racist. This is an ambitious step.”

Taken from:

Estyn: Our Work on Equality and Diversity

Jan 2022

“We inspect how well different groups of pupils make progress across the school by finding out if pupils feel safe and secure, and free from physical and verbal abuse. Pupils must feel respected and treated fairly, and our inspectors look at how well pupils are developing as ethical, informed citizens. We consider how the school develops its curriculum to reflect the cultural, linguistic, and diverse nature of Wales and the wider world. Our inspectors then evaluate how well schools plan for teaching pupils about the history and experiences of Black, Asian and Minority Ethnic communities and LGBTQ+ people and of pupils with other protected characteristics.”

Taken from: Williams Report 2021

“Diversity and Anti-Racist Professional Learning

DARPL brings together a diverse team of providers with lived and professional experience through a professional learning and resource hub with a Welsh perspective in raising multi-disciplinary racial consciousness, as we all work together within the New Curriculum for Wales.

Our vision is that every learner, as ‘ethical and informed citizens of Wales and the world’ should explore the diverse experiences and contributions of Black, Asian and Minority Ethnic peoples in Wales, past and present.

Accordingly, that every teacher in Wales, in every area of learning and experience, is equipped and resourced to meet these expectations in the design of their curriculum and in their pedagogical practice.

This will mean that every teacher:

- feels enabled and supported to build curricula that reflects attention to the multiple and diverse contributions of Black, Asian and Minority Ethnic groups and individuals to specific disciplinary and cross disciplinary knowledge,
- feels enabled and supported to place these contributions in the context of the history and development of Wales as a multicultural society,
- understands the origins and manifestations of racism.”

Taken from:

The Independent School Standards (Wales) Regulations 2024

PART 2 Spiritual, moral, social and cultural development of pupils

4. The standard about the spiritual, moral, social and cultural development of pupils at the independent school is met if the proprietor—

(a) actively promotes the fundamental values of democracy and support for participation in the democratic process, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs,

(b) actively promotes knowledge and understanding of Part 1 of the Convention,

(c) ensures that principles are actively promoted which—

(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence,

(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law,

(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those within the independent school's community, those living and working in the locality in which the independent school is situated and to society more widely,

(iv) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act,

(v) provide pupils with a broad general knowledge of public institutions and services in Wales and the United Kingdom more widely,

(vi) assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes further tolerance and harmony between different cultural traditions,

(vii) encourage pupils to respect the fundamental values of democracy and support for participation in the democratic process, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs,

PART 3 Welfare, health and safety of pupils

5. The standards about welfare, health and safety of pupils at the independent school are those contained in this Part.

6. The standard in this paragraph is met if the proprietor ensures that—

(a) arrangements are made to safeguard and promote the welfare of pupils at the independent school,

(b) a written policy to safeguard and promote the welfare of pupils is drawn up and effectively implemented, and

(c) those arrangements and that policy have regard to any relevant guidance issued by the Welsh Ministers.

Taken from:

Anna Freud National Centre for Children and Families Training

“Every child and young person has a right to learn in a safe and equitable environment where diverse races, cultures and ethnicities are valued. But we know, from both research and the lived experience of children and young people, that children from Black and racially minoritised groups have faced barriers to access to education because of racism. Often these barriers and their impact on mental health are not well understood by educators, making it difficult for teachers and other school staff to create the safe environment that they know is needed in order for their pupils to reach their full potential.

Children’s experiences of racism can leave them feeling confused, marginalised and isolated which in turn can have a significant impact on their mental health, creating barriers which affect readiness to learn, ability to thrive and engagement in learning. There is increasing evidence that experiencing racial discrimination may contribute to poor mental health.”

(The Anna Freud Online Training Platform: Anti-Racism and Mental Health in Schools (e-learning free course))

1. The School's Vision and Approach

By celebrating diversity and actively promoting equality, we want pupils and staff to feel valued, know that they are valued and respect others within a culturally inclusive environment. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equality of opportunity are at the core of the School's ethos.

We aim to promote inclusion, actively tackle any form of discrimination and actively foster social cohesion in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards creating a cohesive community.

Myddelton College is committed to creating a stimulating teaching, learning and working environment that values diversity, mutual respect and tolerance, and one another. We strive to create and maintain an environment of inclusion, equality, and diversity, and anti-racism in all aspects of our community life.

We value diversity across all the dimensions of difference so that pupils and staff can flourish and achieve their full potential without encountering discrimination. We believe that diversity enriches our individual and collective experience, performance and achievement and is integral to living our school values of developing intellectual curiosity and respecting one another and the environment.

We welcome pupils and staff from all backgrounds. We will work to develop inclusive practice to provide a culture of belonging in which all pupils and staff feel safe in their work and learning.

To demonstrate our commitment to Inclusion, Equality and Diversity, and Anti-Racism and recognise that we have a joint responsibility for creating an inclusive culture, the School has an **Equalities, Diversity and Inclusion, and Anti-Racism Review Group**. Membership will constitute staff, current pupils, Directors and parents to focus on reviews of development of curriculum, pastoral care, training and representation; such parent and even local community engagement will support the school in developing partnerships with families to deal with complex needs.

Definitions:

EQUALITY - ensuring that every individual has an equitable opportunity to make the most of their time whilst within our school community.

DIVERSITY - recognising people's differences and embracing the beauty and power of these differences.

INCLUSION - a community where all are valued and respected and where none feels marginalised.

Discrimination

We will seek to ensure that no member of our community suffers from:

- DIRECT DISCRIMINATION – where a person is treated less favourably than others in comparable circumstances because of one or more protected characteristic.
- INDIRECT DISCRIMINATION – where a person is at a disadvantage because provision, though equally applied, fails to account for a specific need they may have as a result of their protected characteristic.
- VICTIMISATION – where a person who may have brought a complaint in respect of discrimination is then treated less favourably as a result.
- HARASSMENT – where a person's personal safety and dignity are violated by a hostile environment created by a person or persons reacting to the first person's protected characteristic.

- DIRECT RACISM - treating someone less favourably than others on racial grounds.
- INDIRECT RACISM - where a condition or requirement is applied equally to everyone, but that people of a particular racial, ethnic or national group are less likely to be able to meet than other people, putting them at a disadvantage.
- INSTITUTIONAL RACISM - the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. This includes processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minoritised people.

Equal Opportunities

Pupils: The school will not discriminate against, harass, or victimise a pupil or potential pupil whether through the admissions process, the education we provide, or by excluding them or subjecting them to disadvantage.

Staff: The school is committed to ensuring that equal opportunities' principles are implemented and monitored for staff. Appointments and promotions are made based on merit and ability and in compliance with the law.

2. Aims of this Whole-School Policy (Prep, Senior and Sixth Form)

- Continue to create an inclusive school community where diversity is celebrated and where mutual tolerance and positive behaviours, practices and attitudes are fostered. Cultural exchange helps:
 - those from different backgrounds to share ideas, experiences, stories and customs to promote mutual understanding,
 - to create an open dialogue across cultures and develop an understanding of diversity in communities to build community relations and cohesion,
 - to overcome language barriers,
 - to integrate the community into the school system so students feel part of the wider community,
 - to promote ideas of respect, tolerance, and learning in order to broaden perspectives and to develop a greater understanding and embrace the diversity in our school community.

We can do this by, for example,:

- planning cultural exchange activities - running a cultural celebration evening, inviting families and members of the local community to share different food, dress and performing arts,
 - inviting members of the school and local community to talk about their culture and heritage,
 - visiting world cultures' collections at museums or local heritage sites,
 - identifying resources to support cultural exchange opportunities locally,
 - involving pupils/students to lead on cultural exchange opportunities.
- Effectively integrate inclusion, equality and diversity, and Anti-Racism into all areas of our collective learning including: our strategies, policies, academic and co-curriculum, teaching delivery, assessment methods, pastoral care, admissions, recruitment, training and engagement with families and carers.
 - Be at the forefront of Inclusion, Equality and Diversity access, participation and understanding generating an appreciation of Inclusion, Equality and Diversity, and Anti-Racism as a characteristic of the school.
 - Fulfil our legal obligations to pupils and staff.

3. Scope

This policy applies to all members of our school and should be read in conjunction with the following

policies:

- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Low Level Concerns Policy
- Behaviour Policy, and Anti-bullying Policy
- Complaints and Appeals Policy
- PSHE policy
- Relationships and Sexuality Policy
- Academic Policy
- Additional Learning Needs Policy
- Internet and Online Safety Policy
- EAL Policy
- Code of Conduct for Staff
- Whistleblowing Policy
- Safer Recruitment Policy
- Admissions Policy

All School policies and practices support the principles of equal opportunities and anti-racism.

4. Regulatory and Legal Framework

This policy has been prepared with reference to the School's obligations under:

- The Independent School Standards (Wales) Regulations 2024, and
The Education (Independent Schools Standards) Regulations
2014.

We work together with our pupils, parents, staff and Directors to ensure that inclusion, equality, diversity and Anti-Racism are embedded into our daily life.

We are also committed to meeting the statutory duties of:

- The Equality Act 2010,
- Working Together to Safeguard Children – Statutory (2018) DfE - preventing impairment of children's mental and physical health or development taking action to enable all children to have the best outcomes,
- Keeping Children Safe in Education 2022 - Statutory guidance for schools and colleges (DFE) states that all staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes the:
 - Safeguarding and Child Protection policy which should, amongst other things, also include the Child-on-Child Abuse policy, and
 - Behaviour Policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).

5. Inclusion, Equality and Diversity, and Anti-Racism

Inclusion is the culture in which a diverse mix of people can come to work or attend school, feel comfortable and confident to be themselves, work and learn in a way that enables them and delivers professional / educational needs. Inclusion aims to ensure that everyone feels valued and accepted.

Equality ensures that everyone has equal rights and equal opportunities, regardless of diverse characteristics. Equality of opportunity has a legal framework to ensure protected groups are not discriminated against. Equity relates to equality, and covers provision of the means – often varied,

reflecting diverse needs – for people to move towards equal and just outcomes.

Diversity is about recognising and valuing difference, where everyone is respected for who they are. We are committed to the principle of equal opportunities which opposes discrimination on the basis of the following protected characteristics:

- sex
- marital or civil partnership status
- race
- pregnancy and maternity
- age
- sexual orientation
- gender reassignment
- religion or beliefs
- disability

In April 2019, new regulations for teaching Relationships and Sexuality were introduced. All schools must teach about sexual orientation and gender identity. At primary level, all schools must teach about different family types, which can include LGBTQ+ families.

We take all reasonable steps to ensure that all members of the community are treated equally and fairly. The new guidelines will better reflect the world we now live in, covering important issues like consent and online safety alongside LGBTQ+ identities and relationships.

Myddelton College complies with the relevant provisions of the Equality Act 2010 which names sexual orientation and gender reassignment as protected characteristics.

6. Inclusion, Equality and Diversity, and Anti-racism Policy: key principles

- All people are of equal value. However, this does not mean we treat everyone the same; sometimes we will need to acknowledge difference so that all members of our school have the same opportunities as others and outcomes are considered.
- We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages in relation to the protected characteristics.
- We foster mutual tolerance and positive behaviour, in line with our school's values to respect one another and the environment.
- We foster a shared sense of inclusion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We observe good equalities' practices for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development and working conditions.
- We work to raise standards for all learners, especially the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
- Challenging all forms of prejudice and stereotyping. We challenge and report incidents of prejudice-based bullying, for example racist, sexist, homophobic or bullying of people because of a disability. We will also challenge other stereotypes and discrimination and bullying that arise from them.

7. Shared Responsibilities for Inclusion, Equality and Diversity, and Anti-Racism

We all have a responsibility to act in accordance with this policy.

7.1. Our collective responsibilities:

- To ensure we have a community where all feel valued and respected. This includes being empowered to speak and supporting others to express views openly and constructively.
- To encourage individuals to report any form of discrimination, unfair treatment, racism, bullying or harassment wherever this is observed.

(Racial trauma can be the result of racial abuse: symptoms are similar to any traumatic experience -
Feelings of low self-esteem, and or isolation,
Physical symptoms, for example, sweating, trembling, heart-racing,
Feeling enraged,
Feeling shame, avoiding thinking or talking about experiences, or avoiding people associated with them,

Feeling very depressed, anxious and hypervigilant,
Experiencing intrusive thoughts or flashbacks.)

- To challenge appropriately any form of behaviour which disrespects aspects of difference.
- To be familiar with this policy and act in accordance with its aims.

7.2 Directors and Leaders:

- To oversee the implementation and promotion of the policy, checking that all pupils and staff are aware of their responsibilities.
- To provide visible leadership on inclusion, equality, and diversity, and Anti-Racism, and mutual respect and tolerance.
- To evaluate the success of procedures and staff development for inclusion, equality, and diversity, and Anti-Racism as well as mutual respect and tolerance.
- To assess the effectiveness of delivery of inclusion, equality, and diversity, and Anti-Racism in assemblies and PSHE.

Deputy Head Pastoral– Inclusion, Equality and Diversity, and Anti-Racism:

- Will co-ordinate the implementation of Inclusion, Equality and Diversity, and Anti-Racism policy and review its effectiveness.
- Will lead and co-ordinate pupil and staff training, and advocate this.
- Will monitor and review the effective operation of the policy, and report to Directors.

7.3 Equalities, Diversity and Inclusion, and Anti-Racism Review Group:

- Will meet to promote, encourage and monitor the policy's effectiveness across the School.

8. Inclusion, Equality and Diversity, and Anti-Racism for Pupils

Myddelton College seeks to develop a pupil community of people who:

- promote respect for others and a culture of tolerance by seeking to understand more successfully different beliefs and cultures;
- are developing informed, ethical views of complex issues;
- know why all forms of discrimination and stereotyping are unacceptable and how to challenge them;
- understand the importance of celebrating diversity and promoting equality; and
- recognise and respect a balanced approach to different views and perspectives about complex issues.

All pupils should treat with equity and positive actions all others, to include pupils of minority groups, by valuing, supporting and guiding them.

8.1 Admissions

Myddelton College will ensure marketing and advertising communications appeal to a wide breadth of pupils and families and seek to develop excellent liaison and support for incoming pupils through equality assessment.

8.2 Curriculum Delivery

The curriculum will promote mutual respect, and a culture of inclusion, equality and diversity, and Anti-

Racism

with regard to the protected characteristics under the Equality Act 2010.

The School will consider how its teaching can help support the development of important attributes in pupil

such as honesty, kindness, tolerance, courtesy, resilience and self-awareness. Data may be used to measure outcomes and progression of pupils across a number of diversity measures.

8.3. Pastoral Care

Myddelton College will make every effort to support pupils who experience difficulties in learning, social inclusion or other aspects of their lives at school by recognising that some pupils may have to deal with barriers to inclusion and learning which are related to protected characteristics.

Staff training and cultural awareness will be important in delivering effective pastoral care. The PSHE curriculum will be reviewed annually to ensure that pastoral education promotes a balanced approach to complex issues.

8.4. Behaviour

Pupils are expected to respect one another.

Staff will set a positive example by role-modelling these expectations and ensuring pupils are mutually aware. Incidents of harassment, bullying or misconduct, relating to issues of Inclusion, Equality and Diversity, and Anti-Racism will be dealt with through both education and sanction.

The school is a place of learning; its educational approach will form an important part of addressing discrimination and enabling cultural change.

9. Inclusion, Equality and Diversity, and Anti-Racism for Staff

In line with our Staff Code of Conduct, we seek to create an environment where all staff are responsible for treating pupils, staff, parents and visitors with dignity and respect, behaving in a way that does not precipitate claims of discrimination, harassment or victimisation.

Whilst there can be occasions on which staff could unwittingly display a tendency towards microaggression (defined as an indirect, subtle or unintentional form of discrimination which Black and racially minoritised people can experience in their everyday interactions with others), this would be unacceptable. It might take the form of verbal or non-verbal behaviour, expressed by an individual (or group), who could be completely unaware that they have said or done something offensive.

Any such allegations or incidents will be dealt with under the staff disciplinary procedures. It is important to appreciate that staff are responsible for their own acts of discrimination, harassment or victimisation carried out during their employment.

The effectiveness of staff training will be reviewed regularly and staff are invited to pass suggestions for further training to SLT members.

9.1. Recruitment and selection, promotion and access to training

We will reflect our ambition by recruiting and welcoming staff from a variety of backgrounds, experiences and perspectives. All applicants will be considered equally and fairly, and assessed directly in relation to the requirements of a role or job.

We are committed to ensuring we promote our commitment to providing training for Inclusion, Equality and Diversity, and Anti-Racism.

We will make reasonable adjustments where necessary to ensure that staff with disabilities have the same access to everything as a non-disabled person, as far as is reasonable practicable. If a member of staff feels they have a disability, they are encouraged to tell the Headteacher so that the School might support staff as much as possible.

10. Complaints and Support

If anyone considers they are the victim of discrimination, bullying, harassment or victimisation based on a protected characteristic, they should contact the Headteacher or DSP as appropriate.

The School will consider all complaints of discrimination, unfair treatment, harassment and bullying seriously.

If a person feels excluded in any respect, they are encouraged to report this immediately so that the school can respond appropriately and with sensitivity.

Pupils may speak with a trusted adult in school. This may include any member of teaching staff or pupils can go directly to any member of the Pastoral Team, or the Independent Person.

Staff should feel able to seek support from their Head of Year, a Deputy Head, or the DSP.

11. Monitoring and Data

The Equalities, Diversity and Inclusion, and Anti-Racism Review Group will monitor the effectiveness of this policy by conducting an annual review: collecting, processing and evaluating data which will help to identify any trends, establish where there may be underrepresentation and work towards improvements.

Findings will be reviewed by Senior Leaders and Directors; key actions will be shared with the wider School community.