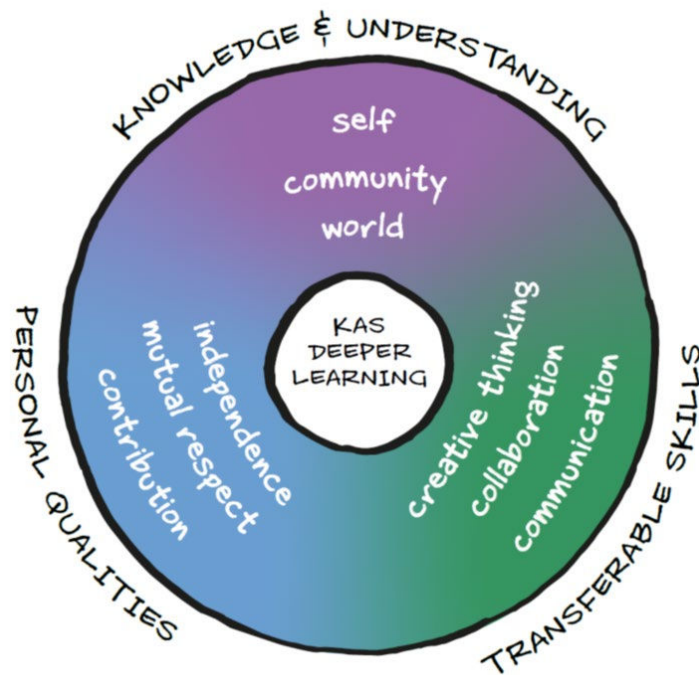


THE KING ALFRED SCHOOL DIVERSITY, EQUITY, INCLUSION AND BELONGING STATEMENT



The KAS Deeper Learning Wheel

All King Alfred policies relating to students are informed by our vision of a holistic education, which is represented by the graphic above. The Behaviour Policy connects to each of the three sections:

In **Knowledge and Understanding**, we aim for all our students to develop a strong understanding of themselves, their local communities and the wider world, appreciating diversity in all its forms.

In **Personal Qualities**, we aim to support students to be proud of who they are. We also aim for them to be respectful in the way they interact with others, and to stand up against injustice and prejudice.

In **Transferable Skills**, we aim to support students to listen to others' opinions and to hear what people have to say before making judgements. We also aim for them to appreciate that working with people from diverse backgrounds with different experiences is crucial in today's world, enriching what can be achieved individually and collectively.

DIVERSITY, EQUITY, INCLUSION AND BELONGING STATEMENT

1. INTRODUCTION

This DEIB Policy for King Alfred School is a single statement for all protected characteristics covered under the Equality Act 2010.

Diversity, equity, inclusion and belonging are at the centre of who we are at King Alfred School. As a community of over 700 students and 150 staff from more than 30 nationalities and cultures and with a history stretching back over 125 years, we recognise the importance of creating an environment where everyone is treated with dignity and respect and appreciated for who they are.

We strive to create inclusive processes and practices where the varying needs of individuals and groups are identified and met without barriers to participation, access and learning. We build on our similarities and seek enrichment from our differences and so promote understanding and learning between and towards others.

This is integral to our vision, mission and values as a school committed to developing and inspiring every student to thrive at school and beyond; where everyone has a voice and is recognised, valued and supported in order to reach their fullest potential.

At KAS we do not tolerate discrimination¹ or harassment of any kind, including for example on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We are also committed to the provision in the public sector equality duty (PSED) provisions which are:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Our DEIB Statement is inclusive of our whole school community – students, staff, parents/carers, council members, visitors, contractors, and partner agencies.

The school recognises the importance of having this statement, but also acknowledges that this statement is a live document and will need to be regularly updated and amended to keep it current to take into account the needs of all students.

DEFINITIONS

Diversity is the presence of differences that enrich our community.

¹ Discrimination can be on the grounds of characteristics such as gender identity, physical appearance, or social class.

***Equity** is ensuring that access, resources, and opportunities are provided for all to succeed and grow, especially for those who are under-represented and have been historically disadvantaged.*

***Inclusion** is a culture that is welcoming to all people.*

Our policies and procedures support our commitment to DEIB. This is true of specific policies around a single protected characteristic, e.g. KAS against Racism policy, and our general policies, such as Behaviour and Anti-Bullying.

2. OUR COMMITMENT

Our practices promote diversity, equity, inclusion and belonging within our community.

Our curriculum and co-curriculum foster values of diversity, equity, inclusion and belonging.

Our practices address behaviours within our community which are not in keeping with the values of diversity, equity, inclusion and belonging.

We fulfil these commitments in these ways:

Our practices promote diversity, equity, inclusion and belonging within our community.

- Establishing and maintaining clear expectations of mutual respect and treating each other with dignity.
- Embracing diversity and celebrating the uniqueness of each student through our personalised approach
- Providing all students with an equal opportunity to access education, opportunities, and the support they require to enable them to thrive and truly be the best that they can be
- Promoting equitable practices in all our operations and being fair in the way we deal with all aspects of recruitment, progression, and employment.
- Enabling physical access to our grounds and building for all where possible; seeking suitable alternative arrangements where this is not possible.
- Providing regular training and professional development opportunities on the importance and impact of positive diversity, equity, inclusion and belonging practices
- Ensuring that the diversity of the community is reflected in consultation processes
- Providing opportunities for groups of people with a similar background to share their experiences with each other and with others
- Organising awareness events and campaigns
- Ensuring the language used within the school is appropriate, unbiased, and inclusive

Our curriculum and co-curriculum foster values of diversity, equity, inclusion and belonging.

- Providing students with opportunities throughout the curriculum to look outside their own realm of experience to think globally, critically and with empathy
- Ensuring that content and resources throughout the curriculum promote diversity and challenge stereotypes
- Providing explicit Callover and PSHE programmes to promote DEIB
- Ensuring that intersectional diversity is represented in the people, stories, arts, and literature that are studied and presented at the school

Our practices address behaviours within our community which are not in keeping with the values of diversity, equity, inclusion and belonging.

We will do this through:

- Normalising speaking up
- Reflecting on and challenging our biases (conscious or unconscious)

- Challenging the subtle, often unintentional forms of discrimination or bias that are directed towards individuals or groups based on their characteristics such as race or gender (often referred to as 'microaggressions'). These are everyday slights, insults, or dismissive behaviours that communicate negative messages, often reinforced by stereotypes or prejudices
- Enabling a broader understanding of how and why behaviour might be harmful
- Following protocols from the Behaviour Policy to deal with deliberate breaches of DEIB values
- Inviting feedback

3. ROLES AND RESPONSIBILITIES

We are aware of our critical role in shaping the future generation of global citizens and are committed to constantly assessing and challenging our own diversity, equity, inclusion and belonging practices to ensure we are doing our very best for our students, staff, parents and the wider community.

School Council is responsible for:

- Making sure the school complies with current equality legislation.
- Making sure the aims of the policy are met and its objectives are implemented
- Supporting the Head in implementing any necessary actions.

The Head, and DEIB Lead, are responsible for:

- Ensuring that the school advances equality of opportunity, eliminates discrimination and fosters good relations in the focus areas.
- Promoting key messages to staff, students and parents.
- Making sure procedures are followed.
- Ensuring all staff are aware of their responsibilities and receive appropriate training and support to carry them out.
- Taking appropriate action in any cases of discrimination, harassment or victimisation.
- Ensuring that appropriate review takes place on an annual basis.
- Ensuring that there is a DEIB Lead who oversees this work in the school.

Heads of department are responsible for:

- Ensuring that their department's curriculum content and resources reflect the school's stance on DEIB.

All staff are responsible for:

- Promoting an inclusive and collaborative ethos.
- Identifying and challenging bias and stereotyping in the curriculum and teaching materials.
- Ensuring they attend training and development in this area as needed.

- Reporting and dealing with any prejudice or bullying that may occur according to school guidelines is captured within CPOMS.
- Supporting students who feel they have been on the receiving end of discrimination or harassment.

4. MONITORING AND EVALUATION

We will maintain our focus and accountability in relation to diversity, equity, inclusion and belonging by:

- having personal responsibility and commitment to learning and growth in these areas
- being transparent about our efforts and our progress in reaching our goals
- being open to ideas for change and improvement

The school will analyse the following areas annually through a DEIB lens in order to evaluate our practice and determine relevant DEIB objectives for the next school year. This will be done through methods such as surveys and focus groups.

- Admissions
- Attendance
- Attainment
- Exclusions
- Physical access
- Prejudice-related incidents
- Retention, career progression and recruitment

The statement will be regularly monitored and reviewed by staff and Council.