



# **Diversity & Equal Opportunity Policy**

**Last review date: July 2024**

**Next review date: July 2025**



## Vision

Pembridge Hall places our girls at the heart of everything. By combining traditional values with an innovative education, girls are prepared for life in an ever-evolving world through an ambitious and aspirational prep school experience. Placing emphasis on each girl as an individual, we recognise that happiness, a love of learning and emotional well-being are intrinsic to academic performance. Pembridge Hall girls are nurtured, challenged and empowered to succeed.

## Aims & Values

At Pembridge Hall we aim for all Pembridge girls to:

**BE INDIVIDUAL** - Pembridge girls are encouraged to strive to achieve their personal best whilst developing their unique character. They are seen as individuals and their interests and talents are nurtured. The girls are encouraged to be articulate and confident, whilst understanding the importance of humility.

**BE KIND** - Pembridge girls develop the skills to work collaboratively with one another, using their emotional intelligence and a toolkit of strategies to support both themselves and others. The girls are encouraged to develop a sense of self-understanding and empathy for others.

**BE CURIOUS** - Pembridge girls are stimulated to be intellectually curious, ask questions, and develop a love of learning. They are given a breadth of experience and are encouraged to aim high in all they do.

**BE ASPIRATIONAL** - Pembridge girls are taught to understand the importance of making mistakes and are encouraged to step out of their comfort zone in their learning. A progressive curriculum embeds a culture of striving for excellence and families are supported to be aspirational in their senior school choices.

**BE RESILIENT** - girls are given numerous opportunities to reflect on their learning and develop strategies to manage their wellbeing. Girls develop a growth mindset, enjoy challenge and take risks.

**BE RESPONSIBLE** - Pembridge girls gain an appreciation of wider society and the diversity of nationalities, faiths, beliefs and languages represented by Pembridge Hall families. Girls develop a sense of responsibility to help others, through charitable work and community outreach.



## **Introduction**

At Pembridge Hall every child has an equal right to develop, and achieve, their potential. The girls are treated as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences.

We recognise our responsibility to ensure positive attitudes to diversity and difference: not only so that every child is included and not disadvantaged, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society.

The Education Reform Act entitles all pupils in school to a curriculum, which is balanced and broad based. The curriculum at Pembridge Hall includes cross-curricular links such as equal opportunities for multicultural education and special educational needs, and also aims to provide a variety of distinct role models for the girls at every age. Wherever possible the curriculum will develop children's knowledge and understanding of different beliefs, cultures and needs.

At Pembridge Hall, we aim for an atmosphere of trust and respect among children as well as between teachers and children. The PSHE and Citizenship education programme is about how we treat each other and, more importantly, how we learn to respect one another and ourselves as citizens of the world. It also fosters an understanding of the diversity of cultures, and needs, that exist in school - and in the wider community.

## **Aims**

To ensure that:

- Every individual within the school achieves their full potential and has the same opportunities
- Every child is given access to the best possible level of achievement appropriate to its age and ability through appropriately differentiated work
- Staff, parents and children are informed and educated, and reminded of the issues to ensure a continuity of approach throughout the school
- Prejudices are challenged and positive attitudes are built. We do not discriminate against anyone, be they staff or pupil, on the grounds of their gender, sexual orientation, race, age, religion, nationality, ethnic or national origins. This is in line with the Equality Act 2010 and covers both direct, and indirect, discrimination.
- Understanding and mutual respect of all children, regardless of differences, is promoted
- Contributions from various cultures are included and acknowledged in the planning and teaching of the full range of curriculum subjects, resources and school displays
- An awareness of the unfairness and injustice of stereotyping is raised. We promote the principles of fairness and justice for all through the education that we provide.
- Any form of bullying including verbal, physical and psychological bullying by any group, or individuals, is challenged and addressed - as is any form of extremist behaviour. Absences, racist, extremist and bullying incidents are recorded and monitored.
- High levels of acceptable group and individual behaviour are promoted by ensuring that all the school community is informed of school expectations and procedures



- There is a commitment to minimising all school exclusions by implementing agreed strategies and procedures ensuring that each child is given the opportunity to achieve and succeed
- All recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.

**Anti-racism**

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. We endeavour to make our school welcoming to all. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school. Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

**Diversity and Inclusion at Pembridge Hall**

**Pastoral: whole school approach**

At Pembridge Hall, the school community is widely diverse and consequently the pupils are immersed in a culturally rich environment daily. Pupils celebrate differences and recognise that everyone is not the same. The Pembridge Values encourage respect for diversity and pupils are inclusive of those from different backgrounds, which is evident in how fluid pupils work and interact with one another, whether in the classroom or on the playground. Pupils enjoy sharing information on their own cultures and learning about others' experiences.

Diversity is taught and incorporated into the curriculum both explicitly and implicitly. Assembly topics cover a range of topics, Form Times encourage diverse discussions and the ethos is one of inclusion of all.

**PSHEE curriculum programme**

The PSHEE curriculum is 'a safe space to explore attitudes and interpersonal relationships... seen predominantly as preventative education, providing teaching year on year through a planned, spiral curriculum rather than a reactive measure in response to events.' (PSHE Association)

**PSHEE Objectives linked to Diversity**

<b>KS1</b>	<p><b>H21.</b>to recognise what makes them special</p> <p><b>H22.</b>to recognise the ways in which we are all unique</p> <p><b>R11.</b>about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b>that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p><b>R23.</b>to recognise the ways in which they are the same and different to others</p> <p><b>L4.</b>about the different groups they belong to</p>
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<b>KS2</b>	<p><b>H25.</b> about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p><b>H27.</b> to recognise their individuality and personal qualities</p> <p><b>R20.</b> strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p><b>R21.</b> about discrimination: what it means and how to challenge</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p><b>R32.</b> about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p><b>L6.</b> about the different groups that make up their community; what living in a community means</p> <p><b>L8.</b> about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><b>L9.</b> about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p><b>L10.</b> about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
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**Key**

H = Health and Wellbeing

R = Relationships

L = Living in the Wider World

**Wider Curriculum**

The curriculum at Pembroke Hall includes cross-curricular links which emphasise a multi-cultural, multi-faith and multi-racial society. Equality of the sexes is also focused upon and negative gender stereotypes are challenged. Wherever possible, the curriculum develops children's knowledge and understanding of different beliefs, cultures and needs.

Following an audit of diverse Positive Role Models: ensuring spread (and relevance) across the school (implicit teaching), a working document has been created with input from Subject Coordinators – a 'Diversity Curriculum Map'. The map highlights key figures under the following diverse categories: gender, race, age, religion, nationality and celebrating differences in general.

In addition, taking into account the recent curriculum review and current education landscape, Pembroke Hall ensures that Diversity and Equal Opportunities remains a priority through:

- Creation of 'Parent Champions': to help to mark the many religious and cultural traditions Pembroke Hall families celebrate. The 'Parent Champions' help to galvanise support from the parent body and celebrate the diversity within our community.



- Calendar of school events, which both focuses on our English/British school identity and our school's 'lightly Christian' ethos and by contrast our international, multi-cultural, multi-faith and multi-language speaking community.
- Celebrating differences through PHPA events. E.g. recent Book Week Competition. Girls creating a 'Book in a Box' with the theme 'Around the World in 80 Books', emphasising the positives of how diverse the world is – with reference to language, culture and traditions.
- Open dialogue with parents: Regular communication with the community. Parents actively engaging with discussion about PH's approach to diversity.

## **Roles and Responsibilities**

### Senior Leadership Team

Senior leaders have undergone 'Fair Selection Training' offered by Alpha Plus relating to recruitment. The Senior Leadership Team:

- Ensure the school's equal opportunities are implemented.
- Ensure all staff are made aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations.
- Ensure all staff appointments give due regard to this policy, so that no one is discriminated against when it comes to employment or training opportunities.
- Promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
- Treats all incidents of unfair treatment and any racist incidents with due seriousness.

### Teachers

Teachers ensure that all girls are treated fairly, equally and with respect. We do not discriminate against any girl. When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups. All our staff challenge any incidents of prejudice or racism. We draw them to the attention of the Senior Leadership Team. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

## **Monitoring**

It is the responsibility of the Senior Leadership Team to monitor the effectiveness of this Diversity Equal Opportunities policy.

This is done by:

- monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against;
- taking into serious consideration any complaints regarding equal opportunity issues from parents, staff or pupils;
- monitoring school behaviour so those pupils from minority groups are not unfairly treated.