

STAHS Equality, Diversity and Inclusion Strategy 2023-2028

INTRODUCTION

This Strategy sets out STAHS's commitment to and objectives for Equality, Diversity, and Inclusion (EDI) and the necessary steps to ensure that EDI is at the heart of our institution and that STAHS is a truly inclusive school and workplace.

At STAHS, we pride ourselves on valuing each individual member of our community and ensuring that everyone has equal access to opportunities and is supported to reach their personal, educational and professional goals. We recognise that an individual's hard work, skills and talent should be the only factors influencing their chances to do well in life; however, we also know that inequalities in society, and within the education sector, exist. Furthermore, these inequalities rarely exist in isolation, but intersect with and are compounded by demographic, socio-economic and other factors to produce unnecessary barriers to success. It is our responsibility to identify and actively work to eradicate inequality at STAHS and, in turn, make a positive impact on the wider world.

This strategy has been developed by the Executive Team and Governors, in consultation with a wide range of colleagues, pupils, parents and alumni and builds upon great work already taking place across STAHS. To date, we have worked with staff, parents, alumni and pupils to review and implement a more diverse curriculum, provide robust EDI training for School leaders, governors and staff, champion pupil-led EDI initiatives such as culture and diversity clubs, Black History Month celebrations and LGBTQ+ History Month celebrations and host our first Gender Equality Symposium.

This strategy does not stand alone; it links closely with the STAHS Five-Year Strategy (2023-28) and our six strategic aims, one of which is ensuring that STAHS is a diverse and inclusive school and workplace. The strategy presents ambitious plans to advance Equality, Diversity and Inclusion for our pupils and staff through the work we do and the education we provide. Achieving our EDI goals will require a collective effort from everyone across the STAHS community. It is not simply the development of a policy, it is about attitudes and behaviours, which must be embedded and brought to life.

Responsibility for this strategy and its delivery lies with the Executive Team and implementation of the strategy will be underpinned by an **Equality Action Plan**. Progress will be monitored by the School's Board of Governors, through updates from the Executive Team, visits to see policies into practice, and the careful consideration and scrutiny of the annual EDI report presented to Governors by the Head. Aspects of EDI are also reported to Council through reports to the Education Committee, the Remuneration Committee and the Strategy Committee. Where the action plan and strategy does not appear to be delivering its aims and objectives, governors will consider other means by which the objectives might be achieved.

AIM & OBJECTIVES

The aim of this strategy is to provide a truly inclusive and diverse environment where every member of the community feels valued and respected for who they are, has a sense of belonging, and is supported to be the best they can be. Providing such an environment lays the foundation for the School to deliver its educational vision: to develop happy, resilient young people who will embrace opportunities and lead lives of consequence.

The STAHS EDI Strategy provides a framework for achieving three overall objectives:

1. To embed Equality, Diversity and Inclusion into the School's core ethos.
2. To enhance the pupil and staff experience and improve the diversity of our community by fostering an environment of access and inclusion.
3. To develop a culture of continuous learning and reflection, increasing awareness and providing a supportive environment where every individual feels valued, respected for who they are, and a sense of belonging in the STAHS community.

STAHS UNDERSTANDING OF EDI

One of our three core educational values at STAHS is diversity: **"We value diversity. We are proud of our diverse community where each pupil is valued for who they are and encouraged to share their unique perspective on the world."** Ensuring a school-wide culture of inclusion and equality will provide a strong foundation from which every member of our diverse community can develop and thrive.

- **Equality** is ensuring individuals or groups of individuals are treated fairly and equally in relation to their needs.
- **Diversity** is acknowledging the range of difference within the STAHS community between individuals, recognising each individual's cultural, social and intellectual contributions and seeking to utilise the talents and experiences that each one can bring to the School.
- **Inclusion** is ensuring that the School's practices and procedures take appropriate account of the needs of our whole community enabling everyone to be themselves, express themselves, and realise their full potential.

At STAHS

- Everyone in the school community is equal, regardless of their protected characteristics;
- Diversity is a strength and differences are recognised and valued;
- The school's values and culture reflect the importance of feeling safe;
- Everyone is encouraged to be themselves and a sense of belonging is promoted so that all pupils have an equal opportunity to reach their full potential.
- A 'zero-tolerance' stance is taken on all forms of discriminatory behaviour.

STAHS COMMITMENT TO EDI

- We commit to addressing inequalities and embedding Equality, Diversity and Inclusion into our core ethos.
- We commit to ensuring that all members of the STAHS community are aware of their individual and collective responsibilities and legal duties in relation to equality and diversity by requiring all staff and pupils to complete relevant training and offering a comprehensive programme of awareness-raising and celebration of diversity in all its forms.
- We will increase our understanding of EDI and the challenges that our pupils and staff may face to better nurture, support and enable them to succeed.
- We will gather important intelligence through careful consideration of responses from pupil, staff, parents and alumni voice surveys and consultations.
- We will foster an environment of access and inclusion for all, encouraging learning through respectful and inclusive dialogue.
- We will develop a culture where pupils and staff are supported and encouraged to constructively challenge inappropriate behaviors.
- We will ensure all EDI aims and objectives are delivered in an age-appropriate manner.
- We will celebrate the impact of this work and the way it makes STAHS a school and employer of choice.

EQUALITY ACTION PLAN

The Equality Action Plan underpins our ability to achieve our strategic aim and objectives. The Action Plan relies on effective goal setting, collection and analysis of data, identification of gaps and areas of concern, steps to address issues and methods for monitoring progress.

Below is an overview of key actions that the Executive Team are responsible for implementing, monitoring and reviewing, as part of the EDI strategy.

	ACTION
Admissions	Collect census information during the admissions process and review to understand application and success rates.
	Ensure the admissions process is unbiased as far as practicable and include unconscious bias training for all staff involved in admissions decisions.
	Review admissions information on the school's website and prospectuses to welcome families and pupils from all backgrounds
	Ensure admissions procedures are transparent and capable of being understood.
Behaviour	Collect data on the application of disciplinary sanctions, including data relating to ethnicity, religion, sex and gender identity. Analyse regularly for potential bias.
	Ensure staff training directly addresses bias in applying the school's behaviour policy.
	Review the school's uniform policy to ensure it is clear and inclusive.
	Ensure the behaviour policy allows for sanctions for online discriminatory or bullying behaviour and off-site behaviour.
	Make reasonable adjustments to procedures for pupils with additional needs and disabilities.
	Include anti-discrimination training as part of regular staff professional development.
Community Engagement	Provide opportunities for parents to engage with the school on EDI, including sharing resources and training opportunities.
	Consult parents about their children's needs and experiences to inform pastoral care.
	Promote engagement with the school from alumni of all backgrounds to improve diversity and inclusion.
	Ensure connections/associations with organisations are consistent with the school's values, culture and EDI objectives.
	Ensure pupils and staff feel the curriculum is diverse and representative of all backgrounds
Curriculum and Teaching	As part of the curriculum development plan, require teachers to identify opportunities for diversifying taught content.
	Give pupils an opportunity to contribute to curriculum planning and encourage them share ideas about topics they would like to study.
	Ensure teaching material includes positive starting points for pupils to learn about people with protected characteristics.
	Review PSHE teaching to ensure that it teaches pupils respect for all protected characteristics under the Equality Act.
	Regularly review teaching resources to determine whether discriminatory language or stereotypes are included and determine whether to retain or change such material. Where resources are retained, ensure appropriate justification is agreed by the school and ensure teachers include age-appropriate contextualisation.
	Ensure we have a sufficient number of outside speakers from diverse backgrounds to contribute to the co-curriculum and PSHE programme. Monitor the range and background of speakers invited to the school.

Co-curriculum	Ensure ceremonies and whole school events are representative of the pupil and staff community and appropriately reflect the school's ethos and values.
	Obtain census data for all current pupils.
Diversity monitoring	Integrate diversity monitoring into school processes for both pupils and staff.
	Acknowledge and celebrate diversity routinely.
	Where practicable, ensure the committees include people from diverse backgrounds.
Governance	Consider appointing a governor with specific responsibility for EDI.
	Ensure that the governors are updated regularly on EDI at STAHS.
	Use outside experts and "critical friends" to help review policies and procedures.
Safeguarding	Ensure systems are in place to support pupils' sense of belonging, including but not limited to proper pronunciation of names and use of preferred names.
School Culture	Review school policies, mission and aims statements to ensure they refer to the school's aspirations to be a diverse and inclusive environment.
	Encourage pupils from diverse backgrounds to put themselves forward for leadership positions.
	Ensure staff and pupils have channels to speak out and are empowered to do so.
	Ensure there is a clear strategy to recruit teaching and support staff from diverse backgrounds. EDI Data is collected for tracking, monitoring, and reporting purposes.
Staff	Job descriptions are drafted in plain English and provide an accurate reflection of essential and desirable skills to ensure applications from a wider set of individuals.
	Measures are in place to improve the diversity of staff e.g. positive action under the Equality Act, blind applications and adopting a contextual approach to recruitment.
	EDI data is reviewed in the tracking and monitoring of staff retention.
	Employment policies are inclusive and ensure that staff with protected characteristics are supported to meet their professional goals and responsibilities.
	Line managers, senior leadership and governors understand reasonable adjustments.