



Diversity & Inclusion Policy	
Extent of policy	Sedbergh International Summer School
Policy owner	Gemma Newton
Frequency	Annual
Publication	Staff Training Website

Introduction

This policy should be read in conjunction with the Safeguarding Policy, Anti-Bullying Policy, Equal Opportunities (Students and Staff), Behaviour Policy, Admissions Policy, SEND and EAL guidance, and Staff Code of Conduct.

Aims

Sedbergh International Summer School (the Summer School) is committed to building a safe, welcoming and respectful community in which all pupils and staff are valued.

Our aims are to:

- promote dignity, equality, fairness and mutual respect for all;
- ensure that no pupil, parent, visitor or member of staff is treated less favourably because of a protected characteristic or other difference;
- create an environment where cultural, linguistic and personal diversity is recognised as a strength;
- prevent discrimination, harassment, victimisation and bullying in any form;
- ensure equitable access to learning, boarding life, activities, excursions and support services.

Legal And Regulatory Context

The Summer School operates in accordance with the Equality Act 2010 and has regard to safeguarding and independent school standards guidance.

Protected characteristics include:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

In addition, the Summer School seeks equality of opportunity irrespective of social background, language level, nationality, family circumstance, learning profile, dietary requirement or previous educational experience.

Scope

This policy applies to all:

- pupils (including day and boarding pupils);
- staff (teaching, pastoral, welfare, operations, activity and support staff);
- volunteers and contractors;
- visitors and third-party providers while on Summer School business or premises.

Expectations For Community Conduct

Everyone in the Summer School community must:

- treat others with courtesy, kindness and respect;
- use inclusive and appropriate language;
- challenge discriminatory words or behaviour and report concerns promptly;
- avoid stereotypes and assumptions;
- respect cultural and religious practices where these are compatible with safety, safeguarding and operational requirements.

Discriminatory, racist, sexist, homophobic, transphobic, disablist, religiously intolerant or otherwise prejudicial behaviour is unacceptable and will be addressed under the relevant behaviour or staff disciplinary procedures.

How Inclusion Is Promoted

Inclusion is embedded through:

- admissions and induction processes designed to be fair and transparent;
- class placement by language level and learning need, not by nationality;
- mixed-nationality boarding and activity groupings where practical;
- curriculum content that reflects a range of global perspectives;
- celebration of different cultures and backgrounds across academic, activity and social programmes;
- reasonable adjustments for pupils with disabilities or specific needs;
- proportionate support for pupils with EAL and SEND requirements;
- clear anti-bullying and safeguarding procedures.

Boarding, Pastoral and Welfare Provision

The Summer School recognises that inclusive boarding practice is essential to pupil wellbeing.

Staff will:

- provide clear routines and expectations for all pupils;
- support pupils experiencing homesickness, culture shock, anxiety or isolation;
- facilitate respectful integration in boarding houses and mixed-nationality groups;
- consider faith, dietary and medical needs when planning day-to-day provision;
- ensure pupils know how to seek help at any time.

Reasonable Adjustments and Access

Where a pupil or staff member has a disability or additional need, the Summer School will make reasonable adjustments where practicable.

Adjustments may include:

- classroom and activity adaptations;
- differentiated teaching approaches;
- welfare and supervision arrangements;
- alternative communication methods;
- adjustments to routines, where consistent with safe operation.

Any adjustment must balance individual need with health and safety, staffing and safeguarding requirements.

Reporting Concerns and Responding to Incidents

Any concern about discrimination, exclusion, harassment or prejudice must be reported immediately to a member of staff.

Staff must:

- record concerns factually and promptly;
- inform the appropriate senior member of staff without delay;
- escalate safeguarding concerns in line with safeguarding procedures;
- take immediate steps to protect any pupil at risk;
- communicate with parents where appropriate and lawful.

Responses may include restorative work, sanctions, support plans, staff guidance, training updates or referral to formal procedures.

Roles and Responsibilities

The Course Director will:

- oversee implementation of this policy;
- ensure procedures are clear and applied consistently;
- monitor incidents, trends and actions taken.

Senior staff will:

- model inclusive leadership and challenge poor practice;
- ensure staff induction and training include equality and inclusion.

All staff will:

- implement this policy in daily practice;
- maintain professional standards of language and conduct;
- identify and respond to barriers to inclusion.

Pupils will:

- follow behaviour expectations;
- respect differences;
- report concerns about themselves or others.

Training, Monitoring and Review

The Summer School will:

- provide staff briefing/training on equality, inclusion and cultural awareness;
- review incidents and complaints to identify patterns and preventive actions;
- update this policy annually or sooner if legislation, guidance or operational practice changes.

Linked Policies

- Safeguarding Policy
- Anti-Bullying Policy
- Equal Opportunities (Students and Staff)
- Behaviour Policy
- Admissions Policy
- SEND / EAL guidance
- Staff Code of Conduct
- Complaints / Grievance procedures