



Equality, Diversity, and Inclusion (EDI)

1. What do “Equality Diversity and Inclusion” mean?

- **Equality** means making sure that everyone can *access* the same opportunities
- **Diversity** means *valuing* the differences between people
- **Inclusion** is a measure of how safe and *welcome* people feel in their environment

2. What are all schools required to do?

All schools are required to publish on their websites the following critical policies:

- Accessibility Plan** which must show your intent to:
 - Increase the extent to which disabled pupils can *participate* in the curriculum
 - Improve the *physical environment* to enable disabled pupils to take better advantage of the education, benefits, facilities, and services you provide
 - Improve the availability of *accessible information* to disabled pupils
- Special Educational Needs and Disability Report** which must be updated annually and as soon as possible after any changes
- Supporting pupils with medical conditions** which requires the school to make reasonable adjustments to meet the needs of pupils / students with medical conditions. SEMH, ASD and ADHD are not medical conditions
- Equality Information and Objectives (Public Sector Equality Duty or PSED)**
Introduced under the Equality Act 2010 requires all schools have to have due regard to:
 - Eliminat(ing) *discrimination*
 - Advanc(ing) equality of *opportunity* between people who share a protected characteristic and those who don't.
 - Foster(ing) good *relations* between people who share a protected characteristic and those who don't.



3. What is the role of Governors in ensuring EDI is embedded within your school(s)?

- Approve the statutory policies noted above
- Check that they are being implemented consistently and effectively on the ground
- Review them regularly and amend as necessary

4. What do Governors need to ask? How do we know that our school(s) meets the needs of all EDI pupils / students?

You should be monitoring:

- *attendance* to check whether absenteeism is increasing in AEN or ethnic minority pupils / students.
- *complaints* and *grievances* to check if there are any patterns which might indicate a problem
- *suspensions* and *exclusion* to check whether AEN or pupils / students from minority ethnic communities are over-represented.
- Check *social media*
- Undertake parent, staff, and pupil / student *surveys*
- Keep eyes and ears open in *meetings* with staff and leadership.
- Be proactively *observant* during Governor visits – for example, you should consider the diversity of pupils / students within displays
- Ensure all outgoing *communications* are representative of the pupil / student body in its entirety. This includes the website, and any weekly / monthly newsletters to parents. Diversity is particularly well highlighted through photos / images.
- Are staff and pupils *tolerant* of other beliefs and views contrary to their own, and able to identify and combat discrimination?
- Whether achievable, timed *targets* are in place for improving EDI with measurable *outcomes*.
- Check that EDI objectives are a key plank of the *SIP* (School Improvement Plan)