



RADLEY

Equality, Diversity and Inclusion Policy

Students

November 2025

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Introduction

It is at the heart of the Code of Conduct that every boy signs on their arrival at the College that each Radleian is expected to behave towards others in a way that is in keeping with the foundational Christian values of the College. They all agree that they must:

- a. Stand for what is right at all times
- b. Treat all members of the community with kindness
- c. Value and celebrate variety and difference
- d. Take responsibility for their own actions and performance
- e. Show courtesy, respect and common sense in all they do
- f. Develop and demonstrate a sense of duty and service to others

It is these principles that form the basis of this policy. Each Radleian – and all staff – are expected at all times to live out these principles and to ensure that the whole community feels welcome, included, supported and appreciated. The College seeks to recognise and support all.

Aims & Definitions

Radley College is a place that draws staff and pupils from throughout the United Kingdom and overseas. The College values all pupils and staff equally and aims to provide an environment in which all can achieve their full potential, regardless of their protected characteristics, as defined by the [Equality Act 2010](#). We seek to cherish and nurture each as an individual and to avoid an identitarian culture which can all too easily stereotype or patronise. We believe in the fundamental value of freedom of expression, set within the context of the principles of our code of conduct, and are committed to the value of learning from others and living in community together.

The Student Code of Conduct avoids the use of the terms 'equality', 'diversity' and 'inclusion' as they can be misunderstood and unhelpfully contested in the public space. For the purpose of this policy, however, they are defined as follows:

Equality	All pupils and staff should be treated with the same degree of dignity, fairness, tolerance, sensitivity and respect and supported appropriately to achieve their potential.
Diversity	We welcome and celebrate the fact that we are a community of over 750 pupils and 550 staff, each with their own personality, background, culture and beliefs.
Inclusion	We are first and foremost a community where all should feel comfortable, safe, supported and valued.

The College is committed to challenging any form of direct or indirect discrimination, victimisation, or harassment and expects all members of the community to play their part proactively in combating them. As with safeguarding, the College believes it to be the

responsibility of everyone. We expect an 'upstander' rather than a 'bystander' culture at all levels of the community.

Regulatory Framework

1. This policy should be read in conjunction with the following school policies which can be found on the school website:
 - a. Safeguarding Policy
 - b. Code of Conduct (Pupils)
 - c. Code of Conduct (Staff)
 - d. Anti Bullying Policy
 - e. Whistleblowing Policy
 - f. PSHE / RSE Policy
 - g. SEND Policy
 - h. Accessibility Policy and Action Plan
2. The College complies with its responsibilities under the [Equality Act 2010](#) and related legislation.
3. The College complies with all responsibilities under [Keeping Children Safe In Education](#) in relation to safeguarding all pupils.
4. The College complies with Standard 3 – Inclusion, equality and diversity – of the DfE's National Minimum Standards for boarding schools (September 2022), which states as follows:

NMS 3 (2022): "Boarders are not discriminated against, paying particular regard to the legally protected characteristics and requirements set out in the [Equality Act 2010](#). In addition, boarders are not discriminated against because of their cultural background, linguistic background, special educational needs, or academic or sporting ability (the list is not intended to be all encompassing; the key factor is protecting boarders from discrimination). These factors are taken into account in the care of boarders, so that care is sensitive to different needs and an inclusive environment is promoted within the school."
5. We are committed to providing an accessible environment which values and includes all students, staff, parents, carers, and visitors to the college.
6. Radley is a Church of England Foundation and the life of the Chapel is central to the life of the College. We welcome and encourage the contribution that members of all denominations and faiths (or none) make to the whole community.
7. The College is an academically selective, single sex boarding school and so relies on the provisions in Schedule 11, sections 2 and 8 (2) (c) of the [Equality Act 2010](#) which permits the selection of pupils on the basis of their sex (as legally defined) and academic ability or aptitude. It should be noted that although Radley College is a Boys' Boarding School, daughters of members of Common Room may apply to join the Sixth Form as day pupils. We feel that the academic curriculum is broad enough to not need any adjustments and the very wide range of sports and other co-curricular activities on offer provides opportunities for all pupils. Day pupils are attached to a Social, but sleep at home. Within the Social, there is a room allocated to day pupils with a desk and chair.

Form Masters and Tutors will be aware of any additional needs that pupils under their care may have and will monitor pastoral care accordingly. Thought regarding accommodation will be given before arranging any school trip. Day pupils are expected to take part in the same activities as the boarding pupils.

8. As an independent school, Radley College does not have a statutory obligation to comply with the SEND Code of Practice (2014), although it is closely followed as a means of good practice. This policy also has due regard to the statutory guidance contained in the Special Education Needs and Disability Code of Practice [2014], the statute law of the Families Act [2014] and adheres to the philosophy underlying the Equalities Act [2010].
9. All reasonable provision is made for pupils with particular religious, dietary, language or cultural needs by the appropriate departments at Radley.

Pupils with Religious Needs

Although Radley is a Church of England foundation, it is fully inclusive and welcomes individuals of all faiths and none. The school respects the rights and freedoms of all members of its community, provided these do not compromise the safety, welfare, or freedoms of others. We provide:

- Teaching within the Shell Theology syllabus that includes an introduction to major world religions.
- Opportunities for pupils to observe religious practices, such as attendance at Jewish instruction on some Sundays.
- A school culture that actively promotes the Fundamental British Values (FBVs) of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs, overseen by the Governing Body and Senior Management Team.

Pupils with Dietary Needs

Radley is committed to supporting healthy eating and catering for a wide range of dietary requirements, whether related to allergies, religious practices, or personal preferences. Specific medical dietary needs are reviewed in collaboration with the Radley Health Centre and parents. Pupils also have the opportunity to raise dietary needs and preferences through the Sub-Warden's Advisory Committee.

Pupils with Language Needs

Radley College recognises the broad definition of English as an Additional Language (EAL), which may include pupils with high-level English proficiency and formal qualifications. To ensure targeted and appropriate support, the EAL register is regularly reviewed. Boys likely to need support are identified through the Admissions process, assessed on entry, and supported based on discussions with relevant staff. Provision ranges from general literacy and subject-

specific help in the Lower School to IELTS preparation in the Sixth Form. Lessons may be delivered individually or in small groups and are scheduled to minimise disruption to academic and co-curricular commitments. The EAL Co-ordinator may observe lessons to assess needs, and provision is closely monitored through attendance, reporting, and communication with families.

Pupils with Cultural Needs

Radley values and celebrates cultural diversity, working to respect individual traditions while maintaining the safety, welfare, and practical organisation of school life. Support includes:

- Strong communication between Tutors, Form Masters, pupils, and parents to understand and accommodate cultural needs.
- Flexibility around cultural observances, such as authorised absence to celebrate events like Chinese New Year.
- Themed catering on special days to mark cultural celebrations within the school community.

Curriculum

1. Radley is committed to all aspects of the principles of this policy to be actively applied throughout the academic and co-curricular practices of the College.
2. The College is committed to providing an environment in which all pupils are challenged to be the best they can be and one in which pastoral care and wellbeing underpin academic and co-curricular excellence. The range and breadth of opportunities at the College is an essential means by which we achieve this.
3. The College recognises that an environment where there is bullying, discrimination or harassment is not one that is conducive to a safe and supportive learning environment.
4. Every pupil is expected to engage fully with, and contribute to, the life of the College to the best to their ability, not only academically but also in the co-curricular programme.
5. The College educates its pupils about the nature and harmful effects of discriminatory behaviour, intolerance and radicalisation, and encourages them to be alert to, and report such behaviour.
6. Pupils are encouraged and expected to show mutual respect and tolerance of those with different faiths and beliefs, have due regard for those with protected characteristics and to foster a sense of responsibility to help create an environment that supports the values of the College and British Society.
7. As well as within the College community pupils are encouraged to develop an understanding of and respect for those from other backgrounds through the various Partnership projects.
8. The College fosters an atmosphere free from ageism, racism, religious intolerance, sexism, homophobia, harassment or discrimination. These factors are taken into account in the care of the pupils, so that care is sensitive to different needs.

9. The College is committed to providing on-going education to pupils through its PSHE programme as well as Chapel, Assemblies, Social Prayers, Form Mastering and day-to-day practice in all College activities.
10. The College is committed to providing on-going training to staff in Common Room briefings, INSET and start-of-term meetings to promote tolerance and respect for each other, emphasise the protected characteristics set out in the [Equality Act 2010](#) and ensure that both pupils and staff understand why and how discriminatory behaviour is unacceptable and understand the College's approach to dealing with any incidents.
11. Details of any Special Educational Needs and Disabilities and Educational Health Care Plans are recorded on the school Management Information System. Teachers have a duty to be aware of these and make appropriate adjustments where needed to their teaching. INSET and training is provided as needed by the Academic Support department.
12. The schemes of work for PSHE are available on request. Parents are encouraged to interact with it through regular Bulletin updates and a webinar programme.
13. A key feature of Radley's programme is the 'Respect' Project, a pioneering collaboration with Downe House that arose out of the aftermath of the 'Everyone's Invited' campaign. The schools, supported by external expertise, work together to promote greater understanding and debate on issues such as consent.
14. The school recognises that Artificial Intelligence (AI) systems can reflect or amplify bias present in their training data; staff and pupils are encouraged to approach AI outputs critically and to challenge any stereotyping or discriminatory content.
15. Pupils are encouraged, formally and informally, to discuss contemporary social issues, to form groups / societies in which that can be done safely and to provide positive support to each other as they do so.

Roles and Responsibilities

1. It is the responsibility of all staff to ensure that the principles of this policy are seen in action in day-to-day College life at all times and places.
2. The College Management Team will:
 - a. Provide proactive leadership that will recognise and celebrate difference as a positive contribution to the College community
 - b. Ensure that the curriculum is developed to recognise the needs and interests of individuals in today's diverse society
 - c. Ensure that the Relationships and Sex Education (RSE) Policy is sensitive to different beliefs, cultures and religions
 - d. Ensure that Council are aware of this policy and that there are regular updates to Council on the effectiveness of its implementation for their scrutiny
 - e. Ensure that all staff are aware of, and are sensitive to, issues of discrimination
 - f. Publish the policy and any updates to parents
 - g. Respond in a timely manner to any breaches of the policy
3. Tutors will be asked by the Deputy Head (Pastoral) for consistent reinforcement in Social Prayers of the Code of Conduct.

4. The Warden and Sub-Warden will regularly speak to boys about the day-to-day experience of the College with reference to this policy.
5. Boys will be encouraged to speak up about any concerns using all the reporting methods available to them.

Breaches of this Policy

1. All staff (including house staff and teaching staff) shall, at all times, be alert to any indication that any person or group is being unfairly treated.
2. If such a situation arises, the member of staff will alert their line manager and the College Management Team shall ensure that effective action is taken to prevent and tackle discriminatory behaviour.
3. Everyone in the College must feel able to raise concerns and report incidents with confidence that the concerns or disclosures will be taken seriously, acted upon proportionately and in line with College procedures and the issues can be raised without fear of retribution.
4. Any pupil, or group of pupils, who discriminate against or harass any other pupil or member of staff, either verbally, by action or by any other means, will be dealt with in accordance with the usual pastoral procedures.
5. Any member of staff, or group of staff, who discriminate against or harass any other pupil or member of staff, either verbally, by action or by any other means, will be subject to the College's disciplinary procedures.

Review

The policy is the responsibility of the Warden. It is reviewed at least annually, alongside the PSHE and RSE policies by a team that consists of the following:

- a. Deputy Head (Systems) who takes overall responsibility for the policy on a day-to-day basis.
- b. Deputy Head (Pastoral)
- c. Deputy Head (Academic)
- d. Head of PSHE
- e. Chaplain

This team will make recommendations for changes to the policy as needed.