



# Charter for Inclusion

Exeter School has made a commitment to being a more inclusive school and to help pupils to see how the school fits into a diverse and inclusive society. Diversity is about the mix of people in any setting; inclusion is seeking to ensure that everyone in that mix feels as though they belong. Members of the alumni community and the wider family of Exeter School are working with us on this journey and we are moving forward with our plans and are pleased to publish this **Charter for Inclusion @Exeter School**.

## **Our aims and responsibilities:**

As a school we are an employer, a community of adults and children and a place of education. Hence, there are three strands running through our inclusivity plans.

Firstly, and primarily, as a place of education – we must set and maintain a clear ethos of inclusivity for all the pupils in our school.

This includes (but is not limited to):

- The curriculum (academic and pastoral). Our methods of teaching and learning and the content of the curricula that we share with pupils.
- The people and activities that are chosen for our pupils to engage with, visiting speakers, school trips and activities, for example.
- Engagement by the pupil community in the regional, national and international debate on inclusion, equality and diversity.
- Pupil voice – ensuring that our pupils' voices are heard.

Secondly, as an employer, workplace and business within the local community – we must set and maintain a clear ethos of inclusivity for all who engage with us as employees, volunteers and members of our wider community (eg suppliers and neighbours).

This includes (but is not limited to):

- Admissions procedures and relationships with local schools.
- Communications and marketing.
- Staff recruitment and professional development practices.
- Ensuring that we are committed to high standards (such as living wage) in our supplier chain.

Thirdly, we recognise that a mix of people will generate a diverse range of views. In debating issues around inclusion, we recognise the need to promote a balanced view reflective of the complexity of those issues. We also acknowledge that being part of a free society involves encountering views with which we may not agree. Accordingly, we will approach such discussions with empathy, together with robustness and generosity of spirit.

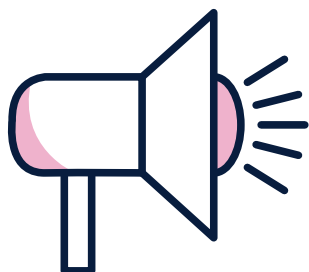
## **Our actions**



### **Listening to the community and hearing their thoughts**

We are engaging with alumni and listening to their experiences and ideas for change.

We will be surveying the school community in the coming months using an external survey provider to listen to opinions and thoughts on the school's approach to inclusion and diversity and consider our priorities and next steps.



### **Raising awareness within the community**

We are reviewing our communications, procedures and approaches to ensure best practice in equality and inclusion. We are aware of potential issues surrounding unconscious bias and are looking at staff and governor training to ensure inclusion is incorporated into every decision, process and structure.



### **Widening our network to include a broader range of people**

This includes inviting speakers who represent a broad sector of society to school; so far we have included Claire Harvey, MBE, and Paralympian and diversity campaigner, as well as alumna Maia Thomas, a local equalities campaigner with specific experiences of Exeter School.

We will be looking again at our record keeping and monitoring of diversity and inclusions, including:

- recruitment and employment of staff
- admission and retention of pupils
- booking of external speakers



### **Empowering our pupils' voices: Equalities forum**

Our pupil equalities forum has met for the first time. This is a pupil led group which aims to raise equality and diversity issues, encourage pupils to champion inclusion, and consider how they can make the school feel more welcoming to all.



### **Partnerships with others: Schools Inclusion Alliance**

We are working actively with the Schools Inclusion Alliance and have signed up to their charter for schools. We hope that by connecting with other schools who are on the same journey as us we will be able to have constructive discussions and actions to take forward to ensure that inclusion is at the heart of our culture.

### **Reviewing our history: House Names**

We have ten houses in the Senior School which form the backbone of our pastoral system. Some of the names of the houses are associated with historical figures with less than positive connotations. We undertake to research the lives of these nine men and one woman and ensure that, going forward, the names of the school's pastoral houses represent the values and inclusive nature of Exeter School today. This will be a community wide discussion about what houses mean and represent, historically, now and in the future.

