



# EDI Strategic Vision and Statement

Hurst





## Introduction

The Hurst Vision affirms our commitment to creating a warm, supportive environment where every pupil feels welcomed, respected and valued for who they are. It highlights the nature of our co-educational environment and the celebration of diversity in order to enhance mutual respect and understanding.

We understand that our geographical location and the demographic of the local area means that the profile of our pupil, parent and staff body is not fully representative of the national picture, particularly with regard to ethnic and socio-economic diversity. We are, however, committed to addressing this by building an organisation which places equity and fairness at the forefront of all we do.

We reflect this in our policies and in the way we put those policies into practice: "the way we do things". We recognise that this is not an area that has an instant fix or easy conclusion; nor is it a box to tick. Equally, we take a whole school approach, acknowledging that this work cannot rest on the shoulders of a few individuals, but requires genuine buy-in from every member of the Hurst community.

We actively welcome engagement from pupils, parents, carers, staff and governors to continue making Hurst a safe and positive space that respects our Christian foundation whilst reflecting the plurality of modern society and helping to shape the future.

*This Strategy Document should be read in conjunction with the Equal Opportunities for Pupils policy and the Equal Opportunities for Staff policy which make reference to the protected characteristics set out in the Equality Act 2010.*

# Our culture is founded upon on our EDI principles

## Equity

- The fair and respectful treatment of all people
- The creation of opportunities and reduction of disparities in opportunities and outcomes for all Staff and Pupils

## Diversity

- Recognising and respecting everyone's unique qualities and attributes
- Recognising and celebrating differences as strengths, not limitations

## Inclusion

- Creating a welcoming environment where all feel valued, respected and represented
- Ensuring that no individual feels excluded from any area of Hurst life



## We Strive to ensure that:

Every pupil, regardless of their background and characteristics has a broad educational and pastoral experience throughout their time at Hurst that enables them to:

- Develop a strong sense of personal identity
- Achieve their personal best
- Develop an open-minded and empathetic world view
- Continue these practices in life beyond Hurst

Every member of staff is respected, celebrated and is a valued member of the Hurst community

Every parent and carer:

- Understands that their contribution is welcomed, valued and encouraged
- Works with the College in a partnership in the supportive development and discovery of their child's identity

## We will do this by:

- Ensuring that all pupils have equal access to all areas of school life, and are able to achieve the best possible outcomes
- Providing a high quality learning experience for each pupil in which all staff actively promote equality, inclusion and a celebration of diversity
- Protecting the wellbeing of all pupils and staff by challenging any non-inclusive views held by anyone within the school and wider community
- A consistent narrative from all staff that all members of the community treat each other with kindness, respect and empathy.
- Respecting the views and beliefs of all members of the community, where pupils and staff are encouraged to be curious and non-judgemental.

# Key Action Points

## 1. Increase the diversity of our student and staff body through targeted advertising and recruitment

- a. Review and update staff hiring practices
  - i. Diversify our marketing reach for potential candidates by recruiting from a wider range of universities for the Teach Hurst Programme (Director of HR, Deputy Head Staff Development)
  - ii. Diversify our marketing reach for potential candidates by utilising a wider range of publications for experienced candidates (Director of HR)
  - iii. Adapt job adverts and recruitment materials by including positive, proactive language and imagery to encourage a wider range of applicants (Director of HR)
  - iv. Recruitment decision makers will be bias-trained and contextually informed (Director of HR)
  - v. We will identify an appropriate external body such as the Schools' Inclusion Alliance, ACEN and BAMEed to aid the recruitment process (Director of HR)
- b. Diversify our feeder school reach
  - i. We will actively identify and include feeder prep schools with diverse pupil population in order to encourage a broader range of applicants (Head of College, Director of Marketing)
- c. Annual review of marketing materials to update and challenge optics and language, and include positive language for both prospective students and staff (Director of Marketing, Director of HR)

## 2. Provide sufficient safe and meaningful EDI learning opportunities and experiences for students

- a. Include a rich and diverse range of EDI speakers, workshops and activities within the HoY tutorial and assembly annual plan (Deputy Head of College, Director of EDI, Director of PSHCE)
- b. Create content for delivery by staff in the form of tutorial PowerPoints, handouts and videos (Director of EDI)
- c. Train staff for effective delivery of EDI Tutorial sessions and workshops (Director of EDI)
- d. Monitor success of delivery through use of surveys in order to track progress and identify priorities for future action (Director of EDI)

### Each named individual(s) below will be required to:

- a. Write an annual plan for 23-24 outlining how they will achieve their action points with tangible termly success criteria – for the November Council meeting
- b. Report termly progress against criteria for the Director of EDI's Governor termly report

## 3. Provide safe spaces for individuals with protected characteristics

- a. Provide safe student group spaces for those with protected characteristics and areas of interest (Director of EDI)
- b. Review and, where necessary, update our disciplinary response for discriminatory behaviour (Deputy Head of College)
- c. Review and development of our policies and procedures on supporting transgender individuals (Director of Safeguarding, Deputy Head Pastoral)
- d. Review and, where necessary, update our uniform policy (Director of Safeguarding, Deputy Head Pastoral)

## 4. Embed sufficient EDI content in the curriculum

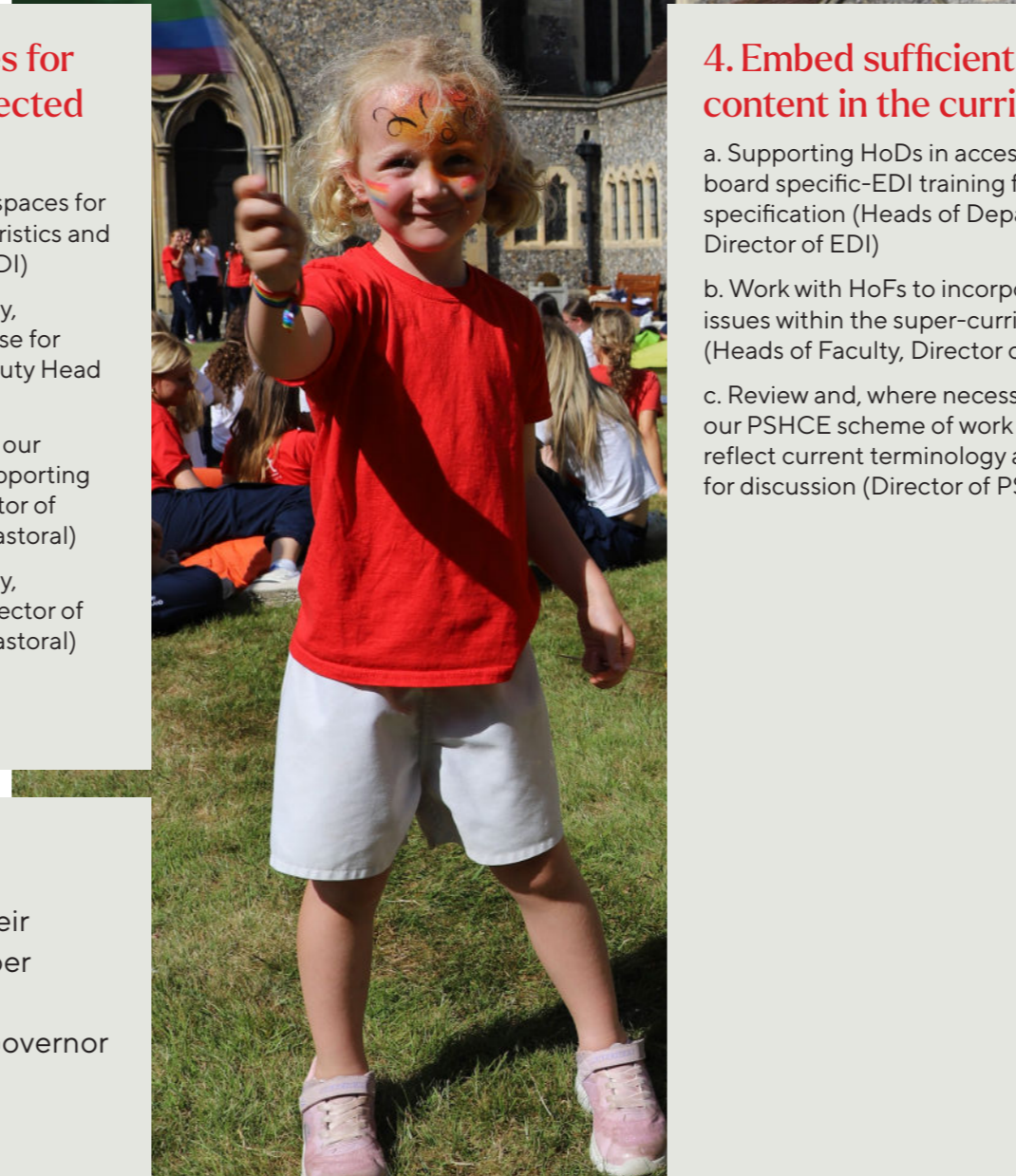
- a. Supporting HoDs in accessing exam board specific-EDI training for their specification (Heads of Department, Director of EDI)
- b. Work with HoFs to incorporate EDI issues within the super-curriculum (Heads of Faculty, Director of EDI)
- c. Review and, where necessary, update our PSHCE scheme of work to best reflect current terminology and topics for discussion (Director of PSHCE)

## 5. Improve student and staff attitudes towards EDI

- a. Implement annual surveys on EDI areas for both qualitative and quantitative data
  - i. Pre- and post- event questionnaires for EDI initiatives (Director of EDI)
  - ii. Student Survey in Michaelmas term (Deputy Head of College, Director of EDI)
  - iii. Staff Wellbeing Survey in Summer term (Director of Staff Wellbeing)
  - iv. Introduction of an annual Staff Inclusivity survey to gain data and plan appropriate responses in the forms of CPD (Director of Staff Wellbeing, Director of EDI, Director of HR)
- b. Review results and, where appropriate, revise strategy (staff as above)
- c. Annual EDI INSET sessions for all staff
  - i. Planned termly Friday lunchtime INSET staff sessions (Deputy Head Staff, Development, Director of EDI)
  - ii. Plans to develop and embed EDI content within the Teach Hurst training programme – progress ongoing (Deputy Head Staff Development, Director of EDI)
  - iii. Annual EDI whole college staff INSET session (February slot) featuring an external speaker and faculty discussions following (Deputy Head Staff Development, Director of EDI)
- d. We have a Senior Leadership Team member responsible for EDI (Head of College)

## 6. Improve EDI best practice across the HET

- a. Collaboration in sharing EDI resources, initiatives and experiences across the HET – sharing successful external speakers and lesson plans (Director of Education HET, Director of EDI)
- b. Invite SMT and EDI staff from HET schools to EDI annual INSET (Director of Education HET, Deputy Head Staff Development)



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