



The Society of Heads
Equity, Diversity and Inclusion Charter

The Society of Heads is an association which welcomes schools from across the UK and internationally. All member schools are committed to ensuring that access to the exceptional educational and professional experiences that they offer is equitable and free from bias, conscious or unconscious. Our members remain committed to fulfilling out duties under the Equality Act (2010) and in particular our schools understand that they have a responsibility to ensure that their student bodies and their workforce reflect the multi-ethnic communities that they serve.

In addition to the excellent work that they already do in this area, schools that agree to adopt this charter have signalled their intent to undertake the following actions:

- 1: To produce, implement, and review on an annual basis, a whole school EDI Policy
- 2: To monitor the whole school EDI Policy on an ongoing basis
- 2: To appoint a designated member of the Governing Body to be responsible for EDI
- 3: To appoint a member of the senior leadership team to be responsible for EDI
- 4: To ensure that all staff responsible for appointments, (teaching, non-teaching, and governance), undertake unconscious bias training on at least a 3-yearly cycle
- 5: To ensure they use a recruitment process which seeks diversity and removes bias at every opportunity e.g., through competency based, 'blind' recruitment. When contracting recruitment agencies, ensure suppliers have a clear policy and strategy regarding diversity and inclusion within the recruitment process.
- 6: To ensure that all staff members receive EDI training on at least a 3-yearly cycle
- 7: To ensure that the student voice allows for transparent and sensitive discussion of EDI issues
- 8: To have an online mechanism (named and anonymous) for students to report EDI issues
- 9: To engage with parents on at least an annual basis to discuss EDI issues and to hear concerns
- 10: To ensure that they embed appropriate EDI topics into the taught subject curriculum at all Key Stages, where possible, and into similarly into their PSHE programmes.