

Author: Assistant Head Pastoral
Owner: Headteacher/SMT
Last Updated: December 2024

In order to prepare students for global citizenship, Cranleigh aims to be more diverse and more representative of wider society. It will also ensure that its policy and practice encourage an inclusive culture that stands against discrimination in all its forms.

There is an overwhelming moral imperative and both a social and economic benefit to being a leading school with regards to Equity, Diversity and Inclusion (EDI). EDI work is safeguarding work for pupils (and staff) with protected characteristics and should be regarded with the same importance and prominence as general safeguarding work in schools.

Empowering Cranleigh students to be literate and confident when discussing EDI issues increases the social awareness and employability of Cranleigh students and empowers them to recognise their privilege and to go into the world ready to give back and be the change that they want to see; this contributes towards the sole recommendation from the November 2022 ISI Inspection report (point 3.3) where “the school is advised to raise the level of pupils’ empathy and awareness of the wider community in line with the values and ethos of Cranleigh Giving.”

Cranleigh School has a comprehensive EDI strategy that is available internally to all staff and available on request via the Assistant Head Pastoral ([Mr David Mulae](#)) for parents and stakeholders of the school.

It was pledged in January 2023 in Cranleigh School’s social articulation document Cranleigh School and Cranleigh Prep school will:

- increase the number of international students to 10% over the next five years;
- increase the ethnic diversity of students from 7% (Nov 2022) to a minimum of 10% of the Cranleigh population over the next five years;
- increase the ethnic diversity of staff in line with the ethnic diversity of pupils;
- recruit to achieve an equal gender balance in middle and senior leadership positions over the next ten years.

These commitments are re-affirmed here as measurable KPIs part of the School’s EDI strategy. Significant positive progress is being made against these KPI’s and further detail is available in the EDI Strategy document or on [request](#).

The 3 pillars for EDI work at Cranleigh School are Positive Action, Partnerships and Projects...

Pillar One: Positive Action

Cranleigh School and Cranleigh Prep School have made positive intentional commitments to increase diversity over the next 5 years and will need to take defined steps to achieve these aims through positive action. Positive action is about promoting opportunities and contextualising situations so that people can feel seen, and have equitable access to all that Cranleigh has to offer. (Positive action is not, and does never justify, positive discrimination in any form).

Action	Timescale	Responsibility
External Speaker Program	Ongoing - Review Summer 2025	Assistant Head Pastoral
Celebration of selected significant recognition events	Ongoing - Review Annually	Assistant Head Pastoral
Departmental Diversity Advocates	Ongoing - Review Annually	Assistant Head Pastoral
Departmental Diversity Logs	Ongoing - Review Annually	Assistant Head Pastoral
Curriculum Review	Lent/Summer Term 2025	Assistant Head Pastoral
Incorporation the 'Halo Code' principals into our uniform and staff dress policies	Completed - Michaelmas 2023	Deputy Head
Name Recording in the Pastoral Module	Completed - Lent 2023	Assistant Head Digital Development
Signage of gender-neutral bathrooms	Completed - Michaelmas 2022	Director of Operations
Period products stocked in female and gender-neutral bathrooms	Ongoing - Review Annually	Director of Operations
Disability Access Review	Ongoing - Review Michaelmas 2025	Director of Operations
Recognition of skin conditions in non-Caucasian skin - Medical Centre Training Package	Completed - Michaelmas 2023	Director of Operations
Skin tone range or neutral plasters in medical centre and first aid boxes	Ongoing - Review Summer 2025	Director of Operations

Pillar 2: Partnerships

Cranleigh School and Cranleigh Prep School is committed to partner with organisations and charities who represent and/or promote Equity, Diversity, Inclusion in an effort to promote inclusion and belonging within our own environment but to also support these organisations in any way we can and drive equity and social justice in the wider world. (*collaboration/partnership in progress/development)

Action	Timescale	Responsibility
School's Inclusion Alliance (SIA)	Ongoing - Review Annually	Assistant Head Pastoral
The HMC EDI Network	Ongoing - Review Annually	Assistant Head Pastoral
The Inclusion and Equity Leadership Association (IELA) - A BSA Group Organisation	Ongoing - Review Annually	Assistant Head Pastoral
African Caribbean Education Network (ACEN)	Ongoing - Review Annually	Assistant Head Pastoral
FLAIR (Racial Equity Survey)	Ongoing - Review Annually	Assistant Head Pastoral
Hemisphere Education – Racial Literacy Education	Ongoing - Review Annually	Assistant Head Pastoral
Just Like Us – Young Persons' LGBTQ+ Charity	Ongoing - Review Annually	Assistant Head Pastoral
Black Lives in Music - BLiM	Ongoing - Review Annually	Assistant Head Pastoral/Director of Music
Royal National Children's Springboard Foundation (RNCSF)	Ongoing - Review Annually	Assistant Head Pastoral/Foundation Officer/Designated Teacher
The West Surrey (Schools') Partnership	Ongoing - Review Annually	Head
*Charlie Waller Trust – Mental Health Charity	Ongoing - Review Annually	Assistant Head Pastoral
*Wyndham James Recruitment - GTEP recruitment	Ongoing - Review Annually	Assistant Head Pastoral/Director of HR
*intouniversity - GTEP recruitment via university 'widening participation' teams	Ongoing - Review Annually	Assistant Head Pastoral/Director of HR
*The Orpheus Trust and Linden Farm, Alford (Music links and VA).	Ongoing - Review Annually	Assistant Head Pastoral/Director of Music

Pillar Three: Projects

Cranleigh School and Cranleigh Prep School are committed to increasing the diversity of staff in line with the increase of diversity in pupils. As Admissions work to broaden our pupil intake supported by the EDI work underway, we recognise the added complexity in recruiting minoritised and underrepresented staff and, alongside work with HR to represent Cranleigh in more spaces, including and belonging

Action	Timescale	Responsibility
Surrey and Sussex EDI Leads Network	Ongoing - Review Annually	Assistant Head Pastoral
Cranleigh Inclusion Committee	Ongoing - Review Annually	Assistant Head Pastoral
The Graduate Teacher Experience Pathway	Ongoing - Review Annually	Assistant Head Pastoral/Director of HR
2 week teaching internship	Ongoing - Review Annually	Assistant Head Pastoral/Director of HR

The Graduate Teacher Experience Pathway (GTEP) will stand as a flagship project for Cranleigh in this action plan cycle.

The GTEP is a 2-year graduate assistant role which, whilst open to all applicants, targets the recruitment of diverse graduates (from minoritised and typically underrepresented groups) by positively encouraging applicants from these groups. The GTEP is an intentional step towards finding ‘culture add’ and getting more diverse staff representation to partially satisfy the demand from staff and pupils for more diverse staff representation. GTEP will upskill staff in yr 1 to be able to competently fulfil a graduate assistant role in yr2 and equip them to apply for unqualified teacher roles and/or School centred ITT/PGCE within the independent (boarding) sector with the overall aim of seeding the sector with high-quality minoritised staff whilst retaining the best graduates at Cranleigh should a need emerge and a suitable role exist. Success of the GTEP will initially be judged by achieving a wider diversity of quality applicants and, in each case, the best candidate will be appointed regardless of their identity.