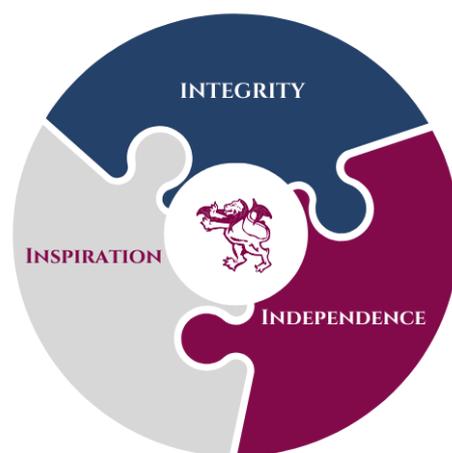


## **Equality, Diversity and Inclusion Policy** for the whole School including EYFS

Policy reviewed by	M Wright
Review Date	February 2024
SLT Review Period	February 2024
Next SLT Approval Date	March 2024
Governor Review Period	3 Years
Governing Committee	Pastoral
Next Governor Approval	March 2027

# OUR MISSION

## WELCOME TO THE PRIDE!



Edge Grove is a leading UK prep school for boys and girls aged 3-13. Whatever their unique heritage and identities, all pupils develop **Integrity, Independence** and **Inspiration**.

### INTEGRITY

Pupils feel healthy, safe, happy and proud to belong and be a unique part of the Edge Grove community. They enjoy friendship and fun, promote kindness, living and growing in alignment with the following self-elected 16 core Values:

- |                  |                   |               |               |
|------------------|-------------------|---------------|---------------|
| 1. Confidence    | 5. Unity          | 9. Creativity | 13. Kindness  |
| 2. Passion       | 6. Responsibility | 10. Integrity | 14. Respect   |
| 3. Determination | 7. Risk-Taking    | 11. Trust     | 15. Humility  |
| 4. Diversity     | 8. Sportsmanship  | 12. Empathy   | 16. Tolerance |

### INDEPENDENCE

Pupils develop, through child-centred active learning, intellectual, physical and spiritual confidence and independence, self-motivation and agency across a broad range of academic, co-curricular and pastoral activities and experiences. They ask and answer questions, develop curiosity, a Growth Mindset, passion and entrepreneurship.

### INSPIRATION

Pupils hone the following transferable, lifelong World Economic Forum skills for future success and personal fulfilment:

- |  |   |
|--|---|
| 1. Analytical thinking and innovation            | 6. Creativity, originality, and initiative  |
| 2. Active learning and learning strategies       | 7. Leadership and social influence          |
| 3. Complex problem-solving                       | 8. Reasoning, problem-solving, and ideation |
| 4. Critical thinking and analysis                | 9. Emotional intelligence                   |
| 5. Resilience, stress tolerance, and flexibility | 10. Technology design and programming       |

## **Introduction**

At Edge Grove we are passionate about creating an inclusive school that values and celebrates diversity, enriches the education of our pupils and connects us closer to the communities we support.

Our 16 core values are at the heart of all we do and from this we are nurturing and growing an equitable, diverse and inclusive culture where all our staff and pupils have the confidence to be themselves and the freedom and support to explore and reach their full potential.

We recognise that the diversity within our community is a strength of the School and that our longer-term aspirations pay due respect to the aspects of culture, race, age, gender, religion or belief, sexual orientation and disability which make us individuals.

We are committed to the well-being of each person within our school community and to safeguarding and supporting them in relation to all nine of the categories covered by the Equality Act 2010, often referred to as the “protected characteristics”:

- Age
- Disability
- Gender
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

## **Aims**

Edge Grove aims to meet its obligations under the Public Sector Equality Duty. We aim to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it
- Provide a secure environment in which all our pupils can thrive and achieve positive outcomes both pastorally and academically
- Provide a learning environment where all individuals see themselves reflected and feel a sense of belonging
- Prepare pupils for life in a diverse society in which children are able to see their place in the local, regional, national and international community
- Include and value the contribution of all families to our understanding of equality and diversity
- Provide positive non-stereotyping information about different groups
- Plan systematically to improve our understanding and promotion of diversity; actively challenge discrimination and disadvantage
- Make inclusion a thread which runs through our curriculum

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- Taking steps to meet the particular needs of people who have a particular characteristic
- Encouraging people who have a particular characteristic to participate fully in any activities

### **Fostering good relations**

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

*Promoting tolerance, friendship and understanding of protected characteristics through different aspects of our curriculum.*

All school academic departments have been asked to regularly review and update their curriculum content in order to promote the value of diversity and teach the historical and academic contributions made by those from a range of ethnicities and backgrounds across all subjects. This includes teaching in TPR and our personal, social, health and economic (PSHE) programme. Also, through activities in other curriculum areas, for example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures. In History a global, decolonised view is delivered

*Holding assemblies dealing with relevant issues.*

Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute

*Working with our local community.*

This includes inviting leaders of local faith groups to speak at assemblies.

*Encouraging and implementing initiatives to deal with possible tensions between different groups of pupils within the school.*

For example, our pupil voice panels have representatives from different year groups and are formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs.

### **Promotion of Equality and Diversity within the Curriculum and School Community**

Since 2023, there has been an active Equality, Diversity and Inclusion (EDI) Committee, formed and run by members of school staff and parent body. The Committee was formed to discuss and monitor the observance of the key aspects within the school community and oversee school initiatives and events promoting the value of diversity, equality and inclusion.

### **Equality considerations in decision-making**

The school ensures it has due regard to equality considerations whenever significant decisions are made. The school considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities

### **Monitoring arrangements**

The Deputy Head (Pastoral) who oversees EDI will update the equality information we publish, at least every year.

This document will be reviewed and approved annually by the Senior Leadership Team and every three years by the Governing Body.