

## **Equity, Diversity, and Inclusion (EDI) Policy**

### **Purpose and Scope**

This Equity, Diversity, and Inclusion (EDI) Policy outlines Copthill School's commitment to promoting equality of opportunity, valuing diversity, and fostering an inclusive environment for all pupils, staff, parents, directors, and the wider school community. The policy applies to all aspects of school life, including teaching, learning, admissions and employment. Every member of our school community has the right to receive education or employment in an environment which is free from discrimination in all its forms. We strive to be a school where all children and adults are welcomed, valued, respected and respect others.

Copthill School recognises its obligations under the Equality Act 2010 to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations.

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### **1. Policy Statement**

Copthill School is committed to ensuring that every member of the school community is treated with dignity and respect. Discrimination, harassment, and victimisation are not tolerated under any circumstances. We celebrate diversity and strive to provide equal opportunities for all, regardless of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including ethnicity, nationality, and national origin)
- Religion or belief
- Sex
- Sexual orientation

We aim to:

- Value and respect everyone.
- Foster a culture of respect and inclusion.
- Ensure that everyone can make choices free from prejudice and stereotyping.
- Prepare children to live and work in a diverse society.
- Promote understanding and challenge prejudice.
- Identify and eliminate barriers to participation and success.

Copthill School's policies, procedures and activities must not discriminate and must take into account differences of background, life experiences and background and the kinds of barriers and disadvantages which people may face.

Copthill School seeks to actively promote respect, responsibility and reflection.

## 2. Roles and Responsibilities

The responsibility for the implementation and monitoring of this policy lies with all members of the school community. Specific responsibilities include:

- **The Directors:** Holds the school accountable for its EDI practices, reviews the policy regularly, and ensures resources are allocated to support its implementation.
  - **The Headteacher, in liaison with the SENDCo:** Ensures the implementation of the EDI Policy, oversees compliance with relevant legislation, and promotes a whole-school culture of inclusion and equity.
  - **Staff:** Deliver an inclusive curriculum, model inclusive behaviour, and actively challenge discrimination and inequality.
  - **Pupils:** Treat peers and staff with respect, report incidents of discrimination, and embrace the school's inclusive ethos.
  - **Parents/Guardians:** Support the school's commitment to EDI and work collaboratively with staff to address concerns.
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## 3. Implementation

To ensure that EDI principles are embedded in all aspects of school life, we will:

### 3.1 Admissions

- Operate a fair and transparent admissions process.
- Ensure that no applicant is treated less favourably due to a protected characteristic.

### 3.2 Curriculum - see also Appendix 2 regarding single sex sport

- Ensure that every child has equal access to an education, encompassing the full range of subjects, activities and opportunities that arise within our school.
- Provide a broad and balanced curriculum (including PSHE education, RSHE, RE and the full range of subjects) that reflects the diverse backgrounds and experiences of our pupils and promotes equity, justice and fairness.
- Actively challenge stereotypes and promote understanding of different cultures, religions, and perspectives.
- Ensure teaching materials are inclusive and avoid bias.
- Respond to pupils' diverse learning needs.
- Set suitable learning challenges.
- Overcome potential barriers to learning.

For more information about how the school meets the needs of children with differing learning or physical abilities, please see the SEN & LD Policy and Health & Safety Policy in the Staff Handbook.

### **3.3 Staff Recruitment and Development**

- Follow fair recruitment practices and ensure no candidate is discriminated against.
- Provide ongoing training for staff on EDI principles and practices so that they can ensure equal opportunities across the curriculum and the wider community and that their teaching encourages and reflects respect and tolerance.
- Monitor the diversity of our workforce and take steps to address underrepresentation.
- Ensure that policies and procedures benefit all staff and potential staff in recruitment, retention, continuing professional development and promotion.
- Refer also to our Staff Professional Code of Conduct.

### **3.4 Pastoral Care**

- Maximise our pupils' academic and personal potential.
- Provide a safe and supportive environment where all pupils feel valued and heard.
- Ensure that pastoral systems are sensitive to the diverse needs of our pupils.
- Promote positive self-worth, self-confidence and self-image.

### **3.5 Behaviour and Anti-Bullying**

- Any behaviour that devalues or offends is unacceptable.
- Maintain robust anti-bullying policies that address prejudice-based bullying.
- Ensure staff intervene swiftly and effectively when discriminatory behaviour occurs.
- Refer also to our Promoting Positive Behaviour Policy.

### **3.6 Accessibility**

- Regularly review the Accessibility Plan to ensure the physical environment, curriculum, and information are accessible to all.
- Make reasonable adjustments to support individuals with disabilities.

### **3.7 Other Relevant Policies**

- Anti-bullying Policy
- Child Protection & Safeguarding Policy
- Complaints Policy
- Curriculum Policy
- Promoting Positive Behaviour Policy
- PSHE Education Policy
- SEN & LD Policy
- Staff Code of Conduct
- Whistleblowing Policy

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## **4. Monitoring and Evaluation**

The implementation of this policy will be monitored through:

- Regular review of policies and practices.

- Analysis of data related to admissions, behaviour, attainment, and staff recruitment.
  - Gathering feedback from pupils, staff, and parents via surveys, focus groups, and meetings.
  - Reporting to the Directors on EDI progress and outcomes.
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## 5. Complaints

Any concerns or complaints regarding the implementation of this policy should be addressed following the school's Complaints Procedure. Allegations of discrimination, harassment, or victimisation will be investigated thoroughly and handled sensitively.

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## 6. Review and Updates

This policy will be reviewed annually to ensure it remains relevant and effective. Any updates will be communicated to the school community.

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## Appendix 1: Key Definitions

- **Discrimination:** Treating someone less favourably because of a protected characteristic.
  - **Diversity:** Recognising, valuing, and respecting differences in people.
  - **Equality:** Ensuring that everyone has an equal opportunity to make the most of their lives and talents.
  - **Equity:** Fairness or justice in the way people are treated. Recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances.
  - **Inclusion:** Creating an environment where everyone feels welcomed, valued, and supported.
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## Appendix 2: Single Sex Sport

Single sex sport is permitted under certain conditions. The following passage is from the DfE's: *The Equality Act 2010 and Schools*:

3.20 Although the Equality Act forbids discrimination in access to benefits, facilities and services; the Act does contain an exception which permits single-sex sports. It applies to participation in any sport or game, or other activity of a competitive nature, where the physical strength, stamina or physique of the average woman (or girl) would put her at a disadvantage in competition with the average man (or boy). But while this exception might permit a mixed school to have a boys-only football team, the school would still have to allow girls equal opportunities to participate in comparable sporting activities. The judgement on whether girls would be at a physical disadvantage needs to take into account the particular group in question, so it is much less likely to justify segregated sports for younger children. Where separate teams exist, it would be unlawful discrimination for a school to treat one

group less favourably – for example by providing the boys' hockey or cricket team with much better resources than the girls'.