Blundell's

FOUNDED 1604

Blundell's

PREPARATORY SCHOOL

EQUALITY, DIVERSITY AND INCLUSION POLICY

For Pupils, Parents and Carers

Applicable to:	Prep & Senior School
Name of Sponsor:	Director EDI
Date of Last Review:	1st September 2025
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Published on School Website:	Yes

EQUALITY, DIVERSITY AND INCLUSION POLICY

1. General

Blundell's School ('the School') is dedicated to fostering a community that celebrates diversity and promotes equality of opportunity. Rooted in our Christian ethos, we welcome individuals from all backgrounds and strive to create an environment where every pupil can thrive. Promoting equality, diversity and inclusion (EDI) is central to our values, shaping every aspect of school life.

Our principles align with the related statutory guidance including:

- Independent School Standards Regulations (2014) which expect schools to actively promote principles that further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- Article 29 of the UNCRC which says that education should build respect for other people and the world around them
- Equality Act 2010 which prohibits unlawful discrimination, harassment and victimisation and promotes fairness and inclusion for all members of our community.

This policy replaces the previous Equal Opportunities Policy and incorporates its core commitments into our broader EDI objectives.

The School is committed to ensuring equal treatment for all pupils, staff and members of the community, regardless of background or personal characteristics. Every individual must have the opportunity to thrive, access the full range of educational experiences and be treated with dignity and fairness in all aspects of school life.

2. Scope of this Policy

2.1. This policy applies to all members of the school community, including:

- Pupils
- Staff
- Governors
- Parents, carers and visitors

2.2. This policy encompasses all aspects of school life, including:

- Teaching and learning
- Pastoral care and wellbeing
- Co-curricular and extracurricular activities
- Policies and procedures

2.3. Protected characteristics:

This policy addresses discrimination based on the following **protected characteristics** as defined in the Equality Act 2010:

- Disability
- Gender reassignment
- Race
- Religion or belief (or lack thereof)
- Sex
- Sexual orientation
- Pregnancy and maternity
- Marriage and civil partnership (for adults in the community)

It also includes support for pupils with special educational needs (SEN), disabilities and those for whom English is an additional language (EAL).

3. Policy Aims

The aims of this policy are to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Promote equity and equality of opportunity for all members of the school community.
- Foster a sense of belonging and mutual respect among pupils, parents and staff in accordance with the Schools' **Kindness & Inclusion Charter**.
- Embed EDI principles into the curriculum, pastoral care and school culture.
- Prepare pupils to engage positively with a diverse and interconnected world.
- Reinforce that EDI aligns with freedom of expression, ensuring that all perspectives are respected while upholding the school's values.

4. Regulatory Framework

4.1. This policy is informed by:

- Equality Act 2010
- Children and Families Act 2014
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2023
- Disqualification under the Childcare Act 2006
- National Minimum Standards for Boarding Schools 2022
- Teacher Standards 2011
- Early Years Foundation Stage Statutory Framework 2023
- Independent School Standards 2019
- Data Protection Act 2018 Overview and GDPR
- UN Convention on the Rights of the Child

4.2. This policy complements and should be read alongside:

- Safeguarding Policy
- Anti-Bullying Policy
- Anti Bullying & Harassment Policy
- EDI Policy (Staff)
- SEND Policy
- English as an Additional Language (EAL) Policy
- Spiritual Moral Social and Cultural (SMSC) Development Policy
- Relationships and Sex Education (RSE) Policy
- Behaviour Management Policy
- Accessibility Policy and Plan
- Admissions Policy

5. Roles and Responsibilities

5.1. Governors:

- Oversee the implementation of this policy
- Ensure compliance with statutory requirements.

5.2. Senior Leadership Team:

- Lead on embedding EDI principles across all areas of school life.
- Monitor and address incidents of discrimination, victimisation or harassment.
- Ensure staff receive training on EDI and related responsibilities.

5.3. EDI Director:

- Lead the school's EDI initiatives in liaison with the EDI leads at the Pre- and Prep Schools.
- Act as a point of contact for pupils and parents with concerns or suggestions.
- Set measurable goals for EDI improvement and report progress to governors.

5.4. Staff:

- Make reasonable adjustments for pupils with disabilities or other needs.
- Act as role models, promoting inclusive behaviour and challenging discriminatory practices.

5.5. Pupils, Parents and Carers:

- Uphold the values of the Kindness & Inclusion Charter.
- Support the school's commitment to equality, diversity and inclusion.
- Report any concerns related to discrimination or harassment.

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6. Admissions

- The School welcomes applications from pupils of all backgrounds and ensures fair treatment throughout the admissions process.
- Reasonable adjustments are made to ensure that pupils with disabilities or SEN can fully participate in the process and in school life

7. Promoting Inclusion in School Life

7.1. Curriculum and Learning Environment

- Provide age-appropriate education on diversity and inclusion through PSHE lessons, assemblies and enrichment.
- Encourage pupils to form pupil-led initiatives (clubs, societies) that promote inclusivity and discussion on social issues.
- Challenge stereotypes and promote mutual respect.
- Ensure that the curriculum reflects a balanced approach to religious and secular worldviews, promoting mutual respect for different faiths, beliefs and philosophies.
- Teaching materials will acknowledge both religious diversity and secular perspectives, fostering an environment where pupils feel respected and valued regardless of their personal beliefs.
- Where appropriate, religious and cultural perspectives will be integrated into relevant subject areas ensuring that pupils develop an understanding of different traditions, customs and values while also encouraging critical thinking and open discussion.
- Incorporate global citizenship themes to prepare pupils for a diverse world.

7.2. Pastoral Care and Wellbeing

- Provide tailored support for pupils, which may include mentoring, coaching, peer listening and counselling.
- Recognise intersectionality and ensure no pupil faces disadvantage due to overlapping identities
- Actively celebrate diversity through events, assemblies, enrichment and initiatives.

7.3. Co-Curricular Activities

- Ensure that a diverse range of clubs, trips and activities is offered so that all individuals have opportunities to participate, with due consideration given to inclusivity and accessibility in relation to protected characteristics.
- Ensure that all students have opportunities to develop leadership skills and that student voice is actively encouraged, with particular attention to amplifying perspectives from underrepresented groups.

7.4. Uniform and Facilities

- Respect religious and cultural practices by allowing reasonable adjustments to the uniform on a case-by-case basis, while maintaining safety and consistency.
- In accordance with the National Minimum Standards, the School provides toilet facilities that ensure the safety, privacy and dignity of all students. Alternative single-user toilet facilities are available for students with disabilities and for those who do not wish to use the toilets designated for their biological sex.

8. Reasonable Adjustments

The School is committed to ensuring that no pupil is placed at a disadvantage due to a protected characteristic. Reasonable adjustments may be made on a case-by-case basis to accommodate individual needs, including but not limited to:

- Disability and SEN: Providing assistive technologies, modifying learning spaces or timetables and offering additional exam support (e.g., extra time, readers or scribes) under the guidance of the Learning Support and Learning Success Departments.
- Gender Identity and Expression: Allowing pupils to express their gender identity through clothing, names and pronouns of their choice.
- Religious Observance: Respecting the rights of individuals to observe their religion or belief, including:
  - Authorising absences for religious holidays.
  - Providing spaces for prayer or reflection.
  - Modifying routines or uniform requirements during fasting periods or for other religious practices.

9. Preventing Discrimination, Harassment and Bullying

9.1. Examples of Discrimination

- **Direct Discrimination:** Treating someone less favourably because of a protected characteristic.
- **Indirect Discrimination:** Applying policies or practices that disproportionately disadvantage certain groups.
- **Harassment:** Unwanted conduct that creates an intimidating or hostile environment.
- **Victimisation:** Treating someone unfairly for raising concerns about discrimination.

9.2. Addressing incidents

- The School does not tolerate any form of discrimination, harassment or bullying.
- Disciplinary actions, sanctions and exclusions will be applied fairly and equitably, ensuring that no group is disproportionately affected.
- The Senior Leadership Team (SLT) will monitor the application of disciplinary measures to ensure fairness and accountability. Data on disciplinary sanctions, including relevant protected characteristics such as ethnicity, sex and SEND, will be collected and reviewed periodically to identify any patterns or potential bias. This analysis will be conducted in line with the School's Behaviour Policy and reported to governors as appropriate.
- Pupils or parents can report concerns to a trusted adult, the EDI Director or the EDI Leads at the Pre- and Prep Schools.
- All incidents will be investigated promptly and addressed in line with the Behaviour and Anti-Bullying Policies.

10. Monitoring and Review

- This Policy will be regularly reviewed by the SLT and EDI Director, with reports to governors.

11. Accessibility and Further Information

This policy is available on the school website and can be provided in alternative formats upon request. For further information, please contact the EDI Director via the school office.