



# CROSFIELDS SCHOOL

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Policy/Procedure Name:	<b>Equality, Diversity, Inclusion and Belonging Policy</b>
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Approved by:	Head
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## Introduction

At Crosfields School, we are committed to fostering an environment where everyone feels valued, respected, and included. We recognise the importance of promoting Equality, Diversity, Inclusion, and Belonging (EDIB) not only within our pupil body but also among our staff, volunteers, governors, contractors, parents, and the wider community. This policy outlines our aims, principles and the structures in place to support EDIB in our school and our duties under the Equality Act 2010.

## Aims

**Promoting Equality:** We do not tolerate discrimination (direct or indirect), harassment, and victimization based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation against any member of our school community. A list of these Protected Characteristics with definitions can be found at Appendix 1.

**Celebrating Diversity:** We celebrate and embrace the diversity of our school community, recognizing that our differences enrich our learning environment and contribute to a culture of understanding and acceptance.

**Fostering Inclusion:** We are committed to creating an open and inclusive environment where all individuals feel valued, respected, and supported, regardless of their background, abilities, or circumstances.

**Ensuring Belonging:** We aim to foster a sense of belonging among all members of our school community, creating a welcoming and supportive atmosphere where everyone feels they belong and can thrive.

## Guiding Principles:

**Zero Tolerance:** We have zero tolerance for any form of discrimination, harassment, or bullying within our school community, and we will take prompt and appropriate action to address any instances of such behaviour.

**Accessibility:** We are committed to ensuring that our school facilities, curriculum and services are accessible to all members of our community, including those with disabilities.

**Representation:** We strive to ensure that our curriculum, teaching materials, and resources reflect the diversity of our pupil body and the wider world, promoting positive representation and challenging stereotypes. We believe that pupils should be exposed to thoughts and ideas of all kinds, however challenging or controversial, and will not make any unjustified changes to our curriculum content on the grounds of any protected characteristics that a pupil may have.

**Training and Development:** We look to provide regular training and development opportunities for staff, volunteers and governors to raise awareness of EDIB issues and promote best practices.

**Partnerships:** We actively engage with staff, parents, carers, and the wider community to promote EDIB and foster positive relationships built on mutual respect and understanding.

## Structures in Place

**EDIB Forum:** We have established a termly EDIB Forum comprised of representatives from across the staff in order to have a conscious and informed debate around creating an inclusive organisational culture and understanding what EDIB looks and feels like here at Crosfields. The Forum will monitor progress toward EDIB goals and objectives, collecting data, analysing trends, and evaluating the effectiveness of initiatives.

**EDIB Champions:** We have established EDIB Champions amongst the staff across the School. They will play a crucial role in promoting and advocating EDIB and driving positive change within the school environment. They demonstrate inclusive behaviour, fostering a culture of respect and acceptance, and actively challenging discrimination and bias whenever it arises. They also support and mentor colleagues through delivering EDIB CPD to staff.

**The Equality Code:** All pupils are taught the School's adopted Equality Code, which outlines the nine protected characteristics, promotes dignity and respect and teaches pupils the benefits of an equitable school community, as well as giving them tools to challenge discriminatory behaviour or language in an appropriate way.

**Policies:** Our wider policies reflect our commitment to EDIB and legal responsibilities:

- Special Educational Needs and Disabilities (SEND) Policy
- Relationships and Sex Education (RSE) Policy
- School Uniform Policy
- Admissions Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Child on Child Abuse Policy
- Complaints Procedures Policy
- Staff Code of Conduct

**Pupil Voice:** We advocate and encourage pupil voice across a broad cross section of School life. Form Captains and other roles of responsibility represent the views of pupils to members of the SLT in different forums. This is cascaded up to School Council meetings with the Head on a termly basis.

**Reporting Mechanisms:** We have clear and accessible reporting mechanisms in place for members of our school community to report incidents of discrimination, harassment, or bullying, and we ensure that all reports are taken seriously and handled sensitively.

**Future initiatives:** We would like to broaden our EDIB framework to take into account the views and contributions of pupils, parents and the wider community.

**Regular Reviews:** As we conduct reviews of our policies, practices, and procedures, we are looking to ensure that they are aligned with our EDIB aims and objectives, and we welcome feedback from members of our school community to inform continuous improvement.

**Leadership:** The Senior Leadership Team (SLT) plays a crucial role in promoting EDIB within our community:

- The SLT is responsible for setting the overall vision, strategy and direction for EDIB within the School. They establish clear goals, priorities and objectives aligned with the School's aims and values.
- The SLT develops policies and procedures ensuring they are inclusive, equitable and reflective of best practice.
- The SLT leads by example, demonstrating commitment to EDIB through their actions, decisions and behaviours. They foster a culture of respect, inclusivity and belonging amongst staff, pupils and the wider school community.
- The SLT provides leadership, guidance and support to staff member in implementing EDIB initiatives. They offer training, mentoring and resources to help staff develop cultural competency, promote inclusivity and address EDIB-related challenges.

## Governance

The Governing Body ensures that EDIB is integrated into the School's strategic planning and decision-making processes. An annual update on EDIB will be provided to the Board at the Summer Term Board Meeting. The Governors hold the SLT accountable for progress towards the agreed EDIB goals and objectives. They represent the interests of all stakeholders as both Governors and Charity Trustees and ensure that EDIB initiatives are responsive to the community's changing needs and concerns. They encourage positive change to create a more inclusive and equitable School environment.

## Promoting Equality

Our policies and practices explicitly prohibit discrimination, harassment, and victimisation based on protected characteristics such as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, and pregnancy and maternity.

We provide equal opportunities for all pupils at Crosfields to access high-quality education, regardless of their background, abilities, or circumstances. This is reflected in our policies and practice, and a summary is detailed at Appendix A.

The Governing Body are committed to broadening access through transformational bursaries and have assigned a limited fund to support senior pupils. A transformational bursary will be for a high proportion of fees and will provide for

children with significant potential but for whom independent education would be otherwise wholly out of reach.

We offer support and accommodations through our Learning Empowerment Team (LET) to pupils who may face barriers to learning, ensuring that they have the resources and support they need to succeed.

We provide equal opportunities for all members of staff in respect of access to professional development.

We will look to improve training and awareness-raising activities for staff and pupils on equality, diversity and inclusion issues, including cultural competency, unconscious bias, stereotyping, and privilege through our PHSE programme and INSET.

We are committed to conduct equality impact assessments in future to evaluate the potential impact of policies, practices, and decisions on different groups within the school community. We will use the findings to identify areas for improvement and address disparities.

We foster positive relationships and interactions among pupils, staff, parents and the wider community based on mutual respect, understanding, and cooperation. We are looking to create opportunities for collaboration and dialogue to build empathy and break down barriers.

We implement robust anti-bullying and anti-discrimination policies and procedures to address incidents of discrimination, harassment, or victimization. We provide support and guidance to pupils and staff those affected and take prompt and appropriate action to address the behaviour.

We ensure that job applicants are not discriminated against because of any protected characteristics. The School's recruitment and selection policy and procedures are regularly reviewed to ensure that individuals are chosen based on their relevant merits and abilities. Applications are initially reviewed with personal details such as names and gender removed.

We have an Accessibility Group that meets termly to discuss Accessibility issues across the school. We conduct annual audits to ensure that we are meeting the needs for the school community in terms of physical accessibility. We ensure that individual risk assessments and personal emergency evacuation plans (PEEPS) are in place for those members of our community with specific needs.

## Celebrating Diversity

Celebrating diversity involves acknowledging and appreciating the differences among individuals and communities and actively promoting an inclusive environment where everyone feels valued and respected.

Whilst Crosfields is a school with a Christian ethos, it welcomes pupils from all faiths and none. We will consult with staff and pupils to agree a calendar of events throughout the school year that celebrate different cultures, traditions and holidays. In

doing so, we will encourage pupils, staff and families to share their cultural heritage through Collects, food, music, dance, art and storytelling. We will invite guest speakers, performers and community members to share their stories, experiences, and talents with us.

On the same basis, our calendar will include specific days or weeks to focus on different aspects of diversity, such as racial and ethnic diversity, LGBTQ+ inclusion, disability awareness, or religious tolerance.

As we undertake reviews to update the curriculum, we can make changes to reflect the diversity of the pupil body and the wider world. By incorporating diverse perspectives, histories, and cultures into lesson plans and teaching materials, we look to promote understanding and appreciation of different backgrounds and identities.

As policies and practices are reviewed, there will be a conscious effort to ensure that they are inclusive and welcoming to all pupils and families regardless of their background or identity. We will engage with staff, parents and other community members to promote cross-cultural understanding and collaboration.

Through our Awards system, we will look to recognise and celebrate individuals and groups within the school community who champion diversity and inclusion.

## Fostering Inclusion

We use inclusive language that respects and affirms the identities and experiences of all individuals. We call pupils by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.

We are learning to avoid making assumptions based on stereotypes and we challenge discriminatory language or behaviour whenever it arises.

We look to ensure that diverse perspectives, voices, and experiences are represented in all aspects of school life, including curriculum materials, staff, governors and leadership positions.

We can look to implement community outreach programmes in the future that extend beyond the school grounds, such as volunteering opportunities, educational partnerships with local organizations and outreach activities in underserved communities. Through the Enrichment curriculum, Year 6 visit and support residents in a local care home. We also provide access to our facilities through Enterprises.

## Ensuring belonging

Creating a sense of belonging is essential for fostering a supportive and inclusive school environment where everyone feels valued, respected, and connected.

We have created a school environment that is warm, inviting, and inclusive. Our displays and artwork that celebrate diversity and promote a sense of belonging for all pupils, staff, and visitors.

We greet pupils, families and visitors by name and with a smile. We take the time to engage in friendly conversations and show genuine interest in their well-being and experiences.

We have a comprehensive induction programme in place for staff and pupils. This includes a buddy system for new pupils and staff members, pairing them with existing pupils or colleagues who can help them navigate the school, make connections, and feel supported during their transition.

The Crosfields Parents Association (CPA) organise activities and events that bring pupils, staff, families and community members together to bond, collaborate, and build relationships.

Our pupils take on leadership roles and actively contribute to decision-making processes within the school across a range of areas – food, eco, class captains, house captains, prefects, school captains, librarians, art monitor etc. This empowers pupils and provides a sense of belonging. We will continue to review our peer support programmes where pupils can connect with and receive support from their peers to ensure that they meet their needs and are reflective of our approach to EDIB.

We foster strong partnerships with families by involving them in school activities, events and decision-making processes. Parent reps, forums, and parental coffee mornings all provide opportunities for families to contribute to a sense of belonging for their children and themselves.

We recognise and celebrate the achievements, talents, and contributions of pupils and staff to reinforce their sense of belonging and value within the school community. The Pre-Prep Sticker Collect and the Juniors Celebration Collects provide a weekly acknowledgement of our pupil's contributions to school and the wider community. The Crosfields Community Board recognises this through the year and once the chain is complete, the Juniors come together for a special celebration.

We have established regular feedback mechanisms, gather input from pupils, staff, and families about their experiences and ideas which encourage belonging and inclusivity within the school. We use PASS surveys for pupils in Juniors, anti-bullying surveys, suggestion or worry boxes for pupils and staff, Parent Rep meetings parent forums, SLT breakfasts and the Staff Wellbeing Group. We will look to promote feedback specifically about EDIB in the future.

## Targets

The School sets clear and measurable targets and monitors progress via the School's Development Plan to ensure that EDIB initiatives are being met.

## Appendix 1

The definitions used in this appendix are based on the Equality Act 2010, the full text of which is available [here](#).

**Age:** The Act protects people of all ages; however, differential treatment because of age is not unlawful direct or indirect discrimination if it can be justified, i.e. if you can demonstrate that it is a proportionate means of achieving a legitimate aim. Age is the only protected characteristic that allows employers to justify direct discrimination.

**Disability:** The Act protects people who are disabled; the Act defines this as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

**Gender identity and/or reassignment:** The Act protects transgender people. The Act no longer requires a person to be under medical supervision to be protected, so a person who does not undergo any medical procedures would be covered by these protections.

**Marriage and civil partnership:** The Act protects people who are married or in a civil partnership against discrimination. Single people are not protected.

**Pregnancy and maternity:** The Act protects people against discrimination on the grounds of pregnancy and maternity during the period of their pregnancy and any statutory maternity leave to which they are entitled.

**Race:** The Act protects people of all races; the Act's definition of race includes colour, nationality, and ethnic or national origins.

**Religion or belief:** The Act protects people of any religion, including specific denominations or sects, as well as a lack of religion, i.e. employees or jobseekers who do not follow a certain religion or do not follow any religion are protected. The Act protects people of any belief; this is defined as any religious or philosophical belief, or a lack of such belief, that is a weighty and substantial aspect of human life and behaviour.

**Sex:** The Act protects men and women.

**Sexual orientation:** The Act protects lesbian, gay, bisexual and heterosexual staff.

## Appendix 2

### **Equal Opportunities – Pupils**

#### **Sex**

For the purpose of this policy, sex refers to a pupil's biological assignment at birth depending on their reproductive organs. We understand some pupils identify as a gender different to the one they were assigned at birth, and we will support pupils through their transitioning phases.

We will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of the other sex.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful. Pupils will be offered equal opportunities to undertake any activity in the school.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but we will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure parents, ISI and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils may be allowed to attend the single-sex class that corresponds with the gender they identify with.

We will respect the right of parents to withdraw their child from sex education.

Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

#### **Race and ethnicity**

We will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

We will ensure pupils with EAL are treated equally and fairly, while ensuring they are supported at all times.

We will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

We may, however, take positive action, e.g. organising open days for pupils and families of a specific race that is under-represented, to address the particular challenges affecting pupils of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

## **Disability**

We will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

We will avoid implementing rules that could have an adverse effect on pupils with disabilities (e.g. by making physical fitness a basis for admission, or asking all pupils to deliver a presentation, as this could be unfair towards pupils with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will ensure that we do not discriminate against pupils with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

We will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

We will meet our duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The school adheres to our Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for pupils with SEND.

We will ensure that any medical conditions related to a pupil with a protected characteristic is fully supported.

## **Religion and belief**

We will ensure that pupils are not singled out or treated less favourably because of their religion or belief, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers during religious festivals.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

## **Sexual orientation**

We will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils, regularly reviewing our school practices to ensure that they are fair.

We will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. We will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with our Relationships and Sex Education Policy and follow the guidance on age-appropriate content.

We will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

We will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity.

We will ensure that there is a designated safe space within our school where pupils can discuss issues of sexual orientation without fear of discrimination.

## **Gender Reassignment and Gender Questioning Pupils**

The School is committed to providing a supportive, respectful and inclusive environment for all pupils. Where a pupil is questioning their identity, the School will consider their individual circumstances carefully and sensitively, with the pupil's welfare, wellbeing and best interests at the centre of any decision-making.

The School will normally work in partnership with parents/carers and the pupil to identify appropriate and practical arrangements that support the pupil while also respecting the rights, freedoms, privacy, dignity and safety of others within the School community. In exceptional circumstances, where there are safeguarding concerns and involving parents/carers is not considered to be in the pupil's best interests, the School will act in accordance with its safeguarding responsibilities and statutory guidance.

Decisions will be made on a case-by-case basis, taking account of the individual needs of the pupil, the School's legal obligations, safeguarding considerations, and the rights of all members of the School community under the Equality Act 2010. The School does not adopt a one-size-fits-all approach and will seek to find proportionate, reasonable and supportive solutions that balance the needs and rights of everyone involved.

Pupils have the right to dress in accordance with the gender with which they identify, within the constraints of our dress code as outlined in our School Uniform Policy.

The School will provide appropriate toilet and changing facilities for pupils, including:

- Separate toilet and changing facilities for boys and girls
- Access to private changing facilities where additional privacy is required

The School recognises that some pupils may require individual support or adjustments in regard to the use of toilet and changing facilities and will consider requests on a case-by-case basis, taking into account the welfare, dignity, privacy, safety and legal rights of all pupils.

Pupils will ordinarily use facilities designated for their biological sex. Where appropriate, the School may make private facilities available to support individual pupils who require additional privacy or support.

We will support all pupils to feel comfortable and ensure they can celebrate their identity and when necessary, provide a designated safe space within our school where pupils can discuss issues of gender and identity without fear of discrimination.

### **Pregnancy and maternity**

We will ensure that pupils are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding. We will make reasonable adjustments to accommodate absence requests for the treatment and support of pupils who are pregnant or have just given birth.

### **Looked-after children (LAC)**

We will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

We will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.