



Equity, Diversity and Inclusion (EDI) Policy 2025-2026

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**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

Equity, Diversity and Inclusion (EDI) Policy

1 Introduction

1.1 More House School ('the School') is committed to being inclusive. We see our diverse population of both pupils and staff as one of the School's greatest strengths. In order to ensure everyone can thrive and meet their full potential, it is essential that inclusion and equity of opportunity be at the core of all the School's activities.

1.2 This policy applies equally to current and prospective members of the School community, including parents. Staff should refer to the Equality, Diversity and Inclusion Policy, found in the Employee Handbook and provided by Mentor.

1.3 This policy is made available on the School website and can be made available on request. All School policies can be made available in large print or other accessible format if required.

1.4 The School is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under the protected characteristics - Equality Act 2010 (www.legislation.gov.uk/ukpga/2010/15/section/4).

1.5 The School is committed to promoting and developing inclusion & equity of opportunity in all its functions and will seek to do this by:

- Communicating its commitment to equity and diversity to all members of its community;
- Ensuring all staff and pupils are aware of the aims of this policy;
- Developing monitoring, evaluation and review mechanisms of School policies and procedures and decision-making, and
- Demonstrating our zero tolerance attitude towards discrimination by taking all allegations seriously

1.6 An Equity, Diversity and Inclusion (EDI) Working Group was established in January 2023. The group is made up of staff, pupils, parents and governors and meets once per term to set and maintain objectives in relation to EDI, on behalf of the whole School community.

2 Responsibility

2.1 The Board of Governors and Senior Leadership Team have responsibility for ensuring that the School operates within the legal framework for equality and for implementing this policy throughout the School.

2.2 Each member of the School community is responsible for being alert to and challenging discrimination; embracing diversity; respecting different faiths and beliefs; and upholding equity of opportunity for all.

3 The Legal Framework

3.1 Discrimination can take the following forms.

- Direct Discrimination - This occurs where a person is treated less favourably than others because of their (or a family member's) actual or perceived protected

characteristic.

- Indirect Discrimination - This occurs by applying a provision, criterion or practice, which disadvantages people on the grounds of a protected characteristic and which cannot be justified as a proportionate means of achieving a legitimate aim.
- Victimisation - This occurs where an individual has exercised their rights under equality legislation (or has indicated that they intend to do so) and is treated less favourably as a direct result. It applies equally to a person who is supporting (or indicates that they intend to support) another person who is exercising their rights under the legislation.
- Harassment - This is defined as unwanted conduct related to a relevant protected characteristic which has the purpose OR effect of violating an individual's dignity or creating a hostile, humiliating or offensive environment for that individual.
- Disability Discrimination - This includes direct and indirect discrimination, any unjustified less favourable treatment because of the effects of a disability, and failure to make reasonable adjustments to alleviate disadvantages caused by a disability.

4 Aims and Values

4.1 The aims of this policy and the School's ethos as a whole are to:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics;
- Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language;
- Promote equity of opportunity for all members of the School community;
- Comply with the School's equity obligations contained in the Equality Act 2010;
- Provide a secure environment in which all our children can thrive and achieve all of the outcomes of Keeping Children Safe in Education;
- Provide a learning environment where all individuals feel valued and feel they have a sense of belonging;
- Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and international community;
- Include and value the contribution of all families to our understanding of equity and diversity;
- Provide and promote positive information about the diversity of UK society;
- Actively challenge discrimination and ensure that all members of the School community learn from these experiences, and
- Embed inclusion through all our activities.

4.2 To achieve these aims we will:

- Involve, where reasonably practicable, all members of the School community in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- Publish and share School policies to the whole School community;
- Collect and analyse data (such as admissions data and examination results) to monitor any potential disadvantage amongst the pupil body;
- Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning support needs and/or disabilities a pupil may have;
- Ensure the wider School curriculum promotes and celebrates equity and diversity;

- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour, and
- Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination.

4.3 Our School aims state we:

- Cultivate inspiring and successful young women by fostering Commitment, Integrity and Compassion.
- Promote an ethos of spiritual development, humility and self-awareness, grounded in a values-based faith tradition and respectful of all beliefs.
- Inspire intellectual curiosity, creativity, and a love of learning—both within and beyond the classroom—while celebrating individual and collective achievement.
- Support the emotional and social wellbeing of all members of the school community through a culture of tolerance, justice and mutual respect.
- Champion the principles of global citizenship by encouraging awareness of global issues, sustainability, and the responsibilities of living in an interconnected world.

We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive.

4.4 At the School we aim to promote inclusion and tackle any form of discrimination and actively promote harmonious relations in all areas of school life and with our key partners such as parents and other schools. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.

5 Admissions

5.1 The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. The School accepts applications from, and admits, pupils irrespective of any protected characteristic.

5.2 Parents must inform the School when completing the registration form of any special circumstances affecting their child (such as learning support needs) which may affect the child's ability to fully participate in the education provided by the School. The School will not offer a place to a child if, after reasonable adjustments have been considered, the School cannot adequately cater for and/or meet their needs.

6 Educational Services

6.1 The School affords all pupils access to educational provision including all benefits, services and facilities irrespective of any protected characteristic subject to the School's obligations under the Equality Act 2010 and considerations of safety and welfare.

6.2 The School will not discriminate against a pupil on the grounds of any protected

characteristic by excluding them or subjecting them to any other detriment.

6.3 The School will seek to educate pupils in a multicultural, anti-racist environment using the curriculum, assemblies, PSHE programme and external speakers to promote understanding and appreciation of other faiths, races and cultures.

6.4 The School recognises that discrimination may be, for example, direct, indirect or arising from disability whether or not it was intentional. Harassment and bullying in all its forms is unacceptable and will be dealt with in accordance with the School's Anti-Bullying Strategy and Behaviour and Discipline Policy, both available on our School website.

6.5 The School will:

- Treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination;
- Endeavour to meet the needs of all pupils and ensure that there is no unlawful discrimination on the grounds of any of the protected characteristics listed above;
- Ensure those pupils with a statement of special educational needs (or Education Health and Care Plan) receive necessary educational and welfare support;
- Ensure that pupils with English as additional language receive additional support, such as extra English tuition, where required;
- Monitor the admission and progress of pupils from different backgrounds;
- Challenge inappropriate discriminatory behaviour by pupils, staff and parents;
- Foster a culture which promotes openness and encourages pupils to come forward if they have experienced discrimination;
- Offer all pupils access to all areas of the curriculum, including being able to participate in a full range of co-curricular activities;
- Ensure that all staff are aware of their responsibilities promote equity of opportunity and are given appropriate training and support;
- Work with parents and external agencies where appropriate to combat and prevent discrimination in School, and
- Ensure that it reviews, monitors and evaluates the effectiveness of inclusive practices.

7 Religious Belief

7.1 Although the School's religious ethos is based on Christian values and tradition, the School is inclusive and welcomes and respects the rights and freedoms of individuals from other religions and faiths (or no religion or faith).

8 Reasonable Adjustments

8.1 The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a disadvantage in comparison to non-disabled pupils. The School will inform and consult with parents about what reasonable adjustments, if any, the School is able to make for their disabled child. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and the resources available to the School. The School has a duty to make reasonable adjustments (case by case considerations) for staff or pupils who request to be known as gender neutral, gender fluid, are undergoing gender reassignment or are transgender.

8.2 The School is not legally required to make alterations to the School's physical environment as part of the reasonable adjustments duty. However, the School monitors and reviews the physical environment to consider what reasonable and proportionate steps can be taken to alleviate any disadvantage caused to disabled pupils. The School has an Accessibility Plan in place, a copy of which can be made available upon request.

9. Awareness, Development and Implementation

9.1 The EDI Steering Group will discuss new developments and strategies, strengthen parent partnerships, empower pupil voice and prepare specific projects. These will be considered by SLT before implementation.

9.2 The School curriculum is at the heart of delivering an education which ensures every student is aware of the challenges around equality and the need to respect the open, respectful and progressive environment. EDI messages are embedded in subject topics and examples, PSHE, the external speaker programme, and co-curricular provision. Just as important are the messages delivered through our pastoral provision: for example discussions in tutor time and assemblies.

9.3 Staff receive regular training on supporting those with protected characteristics, and how best to help maintain and enrich a School culture which is warm, respectful and progressive. They also have opportunities through the affinity groups, and through teaching and support staff representatives to feed their views on EDI issues to senior staff.

9.4 Our expectation is that More House staff will:

- Promote a positive, collaborative and inclusive culture across all areas of school life.
- Uphold high standards for all students; challenging prejudice and discrimination in accordance with our Behaviour and Discipline Policy and Safeguarding and Child Protection Policy. Bullying of any kind, and in particular on the basis of protected characteristics, will be dealt with firmly.

10 Responsibilities

10.1 The Board of Governors will:

- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Head.

10.2 It is the Board of Governors' responsibility to:

- Meet with the designated EDI group termly, and other relevant staff members, to discuss any issues and how these are being addressed;
- Ensure they're familiar with all relevant legislation and the contents of this document;
- Attend appropriate equality and diversity training;
- Report back to the full Board of Governors regarding any issues;
- Ensure that the School's policies & procedures are monitored in light of this policy and the School's wider equality obligations, and
- Be involved, together with the Head, in dealing with serious breaches of this policy.

10.3 It is the Head's responsibility to:

- Ensure effective implementation of this policy and its procedures;
- Ensure that all staff are sufficiently aware and trained with regard to equity & diversity;
- Actively challenge and take appropriate action in any cases of discriminatory practice within the School, be it by staff, pupils, parents or visitors;
- Have procedures in place to deal effectively with any reported incidents of discrimination, victimisation or harassment, and
- Ensure that all visitors and contractors are aware of, and comply with, this policy.

10.4 It is the responsibility of all staff to:

- Positively role model inclusive behaviour;
- Actively challenge any forms of discrimination, victimisation, harassment or bullying;
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture, and
- Commit to broadening their knowledge, confidence and inclusive behaviour by attending relevant training and accessing information from appropriate sources.

11 Concerns and Complaints

11.1 The School will seek to provide a supportive environment for those who make claims of discrimination and/or harassment. Any pupil who believes that they have been discriminated against or have been subject to discriminatory conduct should talk to their Form Tutor or the Deputy Head or may use the School's Pupil Concerns Form procedure to seek remedy to such matters.

11.2 Any pupil who harasses another pupil on the grounds of any protected characteristic will be subject to the School's disciplinary measures in accordance with the Behaviour and Discipline Policy.

11.3 If parents feel this policy has been breached they should raise their concern or complaint through the School's Complaints Policy which is available on the School website or from the School office upon request.

12 Monitoring and Review

12.1 This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.

12.2 This policy is usually reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with the School's equity obligations.

12.3 The effectiveness of this policy is also measured by a range of metrics, which may include, but are not limited to, regular surveys, feedback mechanisms through School Council, and the analysis of bullying and incident logs. The findings from these sources will inform future policy updates and a regular review.

13 Breaches of the Policy

13.1 All breaches of the policy will be rigorously followed up using the appropriate procedures and reported to the Head.

14 Associated Policies

- Safeguarding and Child Protection Policy;
- Complaints Policy;
- Admissions Policy;
- Staff Code of Conduct;
- Behaviour and Discipline Policy;
- Special Educational Needs and Disability (SEND) Policy, and
- Curriculum Policy.