



FINTON HOUSE SCHOOL

DIVERSITY, EQUITY, INCLUSION AND BELONGING (DEIB) POLICY

This draft policy is currently being reviewed by the Pastoral Team and will be signed off by Governors at the full board meeting in the Autumn Term

Member(s) of staff responsible: Alice Drew

Date Revised: September 2025

A hardcopy of this policy is available to all governors and parents on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

This policy has been developed in accordance with the principles established by government publications and other external guidance, including:

- Keeping Children Safe in Education September 2025 (KCSIE)
- Working Together to Safeguard Children 2018 (updated Feb 2019)
- Disqualification under the Childcare Act 2006 (updated Aug 2018)
- Teacher Standards 2011 (introduction updated 2013)
- Early Years Foundation Stage Statutory Framework
- National Minimum Standards for Boarding Schools, 2015
- Independent School Standards Regulations 2014
- Statutory Framework for EYFS (updated July 2020)
- Data Protection Act 2018 Overview and GDPR (updated Aug 2020)
- Equality Act 2010 (updated June 15)
- Charities Act 2011

This policy works in conjunction with a range of internal school policies and procedures, including:

- Child Protection and Safeguarding Policy
- Staff Behaviour Code of Conduct
- Pastoral Care Policy
- Positive Mental Health and Wellbeing Policy
- Inclusion Policy
- Low-Level Concerns Policy
- Equal Opportunities Policy
- Technology Policy – including Online Safety
- Recruitment, Selection and Disclosures Policy
- Complaints Policy
- Cultural Development Policy (SMSC)
- PSHEE, RE and RSE Policies
- Admissions Policy

These policies are available on the School website or available by request.

Version	Policy Update
September 2024	Emma Arnott and Nicholas Lane responsible for this policy in the absence of Alice Drew
September 2025	Policy name changed from EDI to DEIB Assistant Head: Partnerships role no longer present

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1. Introduction

Finton House was founded on two principles. Firstly, we believe that young children should not have the pressures of a competitive entry system. Secondly, the environment should be inclusive with all children having the same opportunities. We wish children to accept and learn from each other. We are committed to providing an environment in which all pupils are challenged to be their best self and one in which pastoral care and well-being underpin their school experience.

At Finton House we value all pupils as individuals. We aim to help each child grow into an adult who can improve the society in which they live and work, through an equal, inclusive and diverse education. In our school every child is given the opportunity to achieve his/her potential. By celebrating diversity and actively promoting equity, we want pupils and staff to feel valued and to respect others within a culturally inclusive environment.

We aim to promote inclusion, challenge stereotypes and tackle any form of discrimination. No pupil or staff member should be made to feel uncomfortable because they differ from the majority, e.g. in ethnic or social background, neurodiversity, having English as an additional language or a special educational need and/or disability.

At Finton House we promote the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

2. Our aims

- To recognise and understand all children's interests, abilities, motivations and learning needs.
- To develop an education that caters for a wide diversity of learning needs.
- To create and nurture a supportive partnership with pupils, parents, teachers, assistants and specialists.
- To ensure that all children are valued and treated with respect and to guide them in developing a genuine respect for others.
- To consider the views of both parents and children and to reflect these in planning and discussion.
- We want our pupils to leave us well equipped to engage positively with a rapidly changing world as accomplished problem solvers and critical thinkers.

3. Scope

This policy applies equally to current and prospective members of the school community, including teachers, pupils, parents and visitors.

The School is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under The Equality Act 2010.

The protected characteristics are:

- Age
- Gender
- Disability
- Gender identity or reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race and ethnic origin
- Religion or belief
- Sexual orientation

Any behaviour, comments or attitudes (including 'banter') that undermine or threaten an individual's self-esteem on these grounds will not be tolerated. (See Low Level Concerns Policy for further detail on unacceptable language and behaviour)

4. Policy Aims

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 equality of opportunity for all members of the school community
- Provide a secure environment in which all our children can thrive and achieve all of the outcomes of Keeping Children Safe in Education 2025
- Provide a learning environment and curriculum where all individuals feel valued and feel they have a sense of belonging
- Celebrate and value diversity at school and in society as a whole
- Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and global community
- Include and value the contribution of all families and our wider community to our understanding of equality 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
- Embed equality and inclusion throughout staff development and our curriculum.

To achieve our aims we will:

- Collect and analyse data (such as admissions data, examination results, engagement in school and community initiatives, pastoral records) to monitor any potential disadvantage amongst the pupil or staff body and to ensure processes are bias-free.
- Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning or pastoral support needs and/or disabilities a pupil may have.
- Offer a broad, balanced and appropriate curriculum that provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive.
- Ensure the wider school curriculum promotes and celebrates equality and diversity, remaining aware of a hidden curriculum and agenda and subjects that may suggest unconscious gender bias.
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour.
- Actively challenge stereotyping, bias and discrimination within all aspects of school life and literature, ensuring we learn from these experiences.
- Work in partnership with staff, families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination, recognising that inclusion cannot be realised without the involvement and commitment of all members of the school community.

5. Responsibilities

It is the governors' responsibility to

- Ensure that the School complies with its equality obligations

It is the Senior Leadership Team's responsibility to

- Ensure effective implementation of this policy and its procedures
- Ensure that all staff are sufficiently aware and trained within DEIB
- 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
- Monitor school data to identify where bias may be playing a role in decisions or outcomes, for example: admissions data, bursary applications and examination results. This will be done within the GDPR and confidentiality of personal information.

- Ensure transparency in assessing the impact of the school's DEIB policy and accountability for future goals.

It is the responsibility of all staff to

- Positively role model inclusive and anti-discriminatory behaviour, including a spirit of reflection and willingness to be open to challenge.
- Support and participate in any measures introduced to promote DEIB and report any issues associated with DEIB in accordance with this policy
- Be alert to and actively challenge any forms of discrimination, victimisation, harassment or bullying, including 'banter'
- Promote an inclusive curriculum, identify and challenge bias and stereotyping within the curriculum and in the School's culture, taking all reasonable steps to prevent discrimination, harassment and victimisation from taking place
- Make effective and reasonable adjustments where appropriate to meet the individual needs of staff, pupils and visitors

It is the responsibility of pupils to

- Positively promote inclusive and anti-discriminatory behaviour, including a willingness to reflect on attitudes and/or behaviours and be open to challenge.
- Support any measures introduced by the school to promote DEIB and report any issues associated with DEIB to their class teacher, Phase Coordinator or Junior/Senior Leadership Team.
- Be alert to and actively challenge any forms of discrimination, victimisation, harassment or bullying, including banter. This includes identifying and using the school's reporting systems to challenge bias and stereotype within the curriculum and in the school's culture, taking all reasonable steps to prevent discrimination, harassment and victimisation from taking place.

These responsibilities run alongside Finton House's school values:

- Kindness
- Morality
- Respect
- Self-belief
- Resilience

This is fundamental to all that goes on at Finton House. Any actions, words or attitudes which show a lack of respect for others will be taken very seriously. Instances of discrimination and bullying will be dealt with firmly and sensitively. We require pupils to avoid any form of unfair bias, discrimination and unkindness to another member of the community. We also require anyone made aware of any such behaviour to report it. Incidents are recorded on CPOMs which logs any potential bullying behaviour.

The School's approach to wellbeing means we aim to educate, help and support pupils to understand their responsibility towards others, feel heard and valued and learn from their experiences. Bullying and discrimination will not be tolerated.

(See Pastoral Care policy)

6. Pastoral Care

These are based on consideration for others and health and safety concerns. All children, including those with special educational needs, are expected to follow the school rules. The school has a strong moral code that develops respect for the individual and a deep understanding and awareness of others.

(Please see Pastoral Care Policy)

The school's pastoral care system promotes respect and understanding of ourselves and others, acknowledging that our community is strengthened by diversity. Wellbeing, social cohesion and academic resilience underpin the sense of belonging and acceptance our pupils need to overcome challenges effectively and develop a strong sense of self.

Whilst all staff are responsible for the pastoral care of our pupils, Class Teachers are the first point of call. They are supported by the Phase Coordinators. The school's Assistant Head: Wellbeing alongside Deputy Head Pastoral oversees the pastoral needs of all the pupils, and supports the Class Teachers and Phase Coordinators in their roles.

All staff will aim to:

- Acknowledge and celebrate the positive impact of diversity across the school
- Deliver dedicated assemblies and class time activities stressing the school's shared values of inclusion, tolerance, kindness, care and unconditional respect for members of the school and wider community.
- Actively challenge and report bias and stereotyping during class time and pupil interaction outside the classroom.
- Encourage pupils to celebrate their unique contribution to the school through pupil voice, leadership roles and participation in initiatives that shape the future of the school, such as Pupils' Council and Prefects.
- Work with parents regarding factors such as caring responsibilities, disability, gender reassignment and family relationships to reduce barriers to learning and support equality of opportunity.

7. Training and Development

The success of the DEIB Policy is closely linked to the provision of relevant training. Professional development involves a continuous process of learning involving self-development, encouragement and motivation.

The school will endeavour to:

- Enhance and develop the skills, knowledge and abilities of existing employees to realise their full potential, irrespective of background or employment status
- Promote greater awareness of equal opportunities
- Equip employees with the skills to promote inclusive behaviour generally.
- Ensure that employees are encouraged and supported to take responsibility for their own learning and development in the context of our DEIB aims.
- Respond to changing and emerging training needs, providing opportunities for reflection, feedback and shared learning.

8. Non-Selective Admissions Policy

Central to the philosophy of Finton House, an independent fee-paying school, is the practice of non-selective admission. Finton House allocates places to pupils of all abilities on a first-come, first-served basis. This is dependent upon the school being able to meet the child's needs.

(Please see Admissions Policy)

Inclusion requires the extension and application of existing skills and the development of new ones. All staff have frequent INSET training and professional development meetings. They have access to a range of appropriate courses, advice and resources.

- 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.
- 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.

9. Religious Belief

- The School welcomes and respects the rights and freedoms of individuals from all religions and faiths (or no religion or faith).
- As a non-denominational school, we learn about the six major world religions but with a cultural bias towards a Christian faith and through our use of community spaces.
- Absence from school for religious observance is allowed and should be marked as authorised where the school is satisfied that the day has been set aside by the religious body and the parents of the child are members of that religious community.
- The school recognises that religious observance has an important part to play in valuing the spiritual development of all members of our community, strengthening social cohesion, developing a strong sense of self and celebrating shared values.
- Where possible or necessary religious observance will be facilitated, perhaps through allocation of prayer space, different food options or provision for resting whilst fasting.
- The school provides assemblies which bring together the whole community to reflect on moral, ethical and spiritual issues. It is expected that all children will attend assemblies.

10. Curriculum

All children follow the school's broad and balanced curriculum which is based upon the Early Years Foundation Stage and the National Curriculum. There are high expectations of all pupils and staff seek to remove all barriers to learning and participation so that all pupils have the opportunity to achieve. We endeavour to plan our teaching and learning in such a way that we enable each child to attain the highest level of personal achievement. This involves an awareness of neurodiversity such as the different ways different children learn, be they auditory, visual or kinaesthetic learners. Children are encouraged to express their opinions and think 'out of the box'.

Staff differentiate their teaching and resources to cater for the different learning styles and abilities within the group or class. Where appropriate, assistant support is provided and pupils are encouraged to use IT technology. Staff recognise and allow for the mental effort expended by some children with special needs, e.g. hearing impairment, and use and develop techniques to cater for specific children e.g. visual strategies, cues.

The curriculum is crucial to tackling inequalities for pupils, including gender stereotyping, preventing bullying and raising attainment for traditionally and newly disadvantaged groups. The principles of DEIB are embedded in our academic and wider curriculum.

The curriculum will aim to:

- Normalise diversity in the content and examples used.
- Stress the contribution and achievements of all kinds of individuals and cultures, actively challenging bias and stereotyping.
- Reinforce the importance of embracing difference and of equality of opportunity as a desirable aim.
- Provide inclusive and accessible activities, including educational trips and co-curricular provision.

Resources and activities should be monitored for possible bias, reinforcing stereotypes and ethnocentric elements.

(Please see Curriculum, Teaching and Learning and Assessment, Recording and Reporting Policies)

11. Representation

- Books
- Displays
- Website
- Classroom resources
- Library

12. Equal Opportunities

We aim to prepare our pupils for life in a diverse and increasingly interdependent society. Children of all abilities, including those with special educational needs, are included within the school, with the same goal in mind – to unlock their individual potential. Staff take action to respond to pupils' diverse needs by providing equal opportunities through teaching and assessment approaches. All children have the opportunity to attend clubs, trips and workshops organised by the school.

A child is not excluded from school for reasons relating to their disability or special needs unless the safety of other children is at risk or it is no longer in the best interest of the child to remain in the school. Strategies and various measures would have been fully explored and recorded before any child is excluded.

(Please see Pastoral Care Policy, Equal Opportunities Policy and Positive Handling & Physical Intervention Policy for details.)

(Please see Trips and Educational Visits and Clubs Policies)

13. Raising Concerns

- The School will seek to provide a supportive environment for those who believe they have been subjected to discrimination and/or harassment. Pupils should report discrimination through the pastoral system (Class Teacher, Phase Coordinator) or directly to the Deputy Head: Pastoral. Staff should report discrimination to the Head.
- Any member of the school community who harasses another on the grounds of any protected characteristic will be subject to the school's disciplinary measures in accordance with the School's Behaviour Policy and Staff Code of Conduct.
- If parents or visitors feel this policy has been breached they should raise their concern with the Head.

(Please see Staff Behaviour Code of Conduct and Pastoral Care policies.)

14. Staff Recruitment

The School is committed to:

- Ensuring that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position.
- Recognising that diversity broadens people's range of role models, helps others overcome unconscious bias and improves organisational change.

15. Links with the wider community

Community links are at the heart of what makes this a strong and safe environment.

- All visitors to the school whether in a teaching role or as visitors, contractors or casual users of school premises will be expected to act in accordance with the principles of the DEIB Policy. All members of the school community will be expected to act in accordance with the principles of this policy when in contact with others, outside the school.

- Staff supervising visitors or on educational visits may need to support pupils with bias encountered in the wider society, reporting this through our pastoral system.