



KNIGHTSBRIDGE
SCHOOL

Equality of Opportunity, Diversity and Inclusion Policy (EDI)

This policy applies to the whole school including the EYFS and has been prepared to comply with The standards in the Education (Independent School Standards) Regulations 2014, The Education and Inspection Act 2006, The Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: 0 – 25 Years (2015)

Knightsbridge School takes its responsibility seriously to ensure positive attitudes to equality, diversity and inclusion so that all members of our school community not only have access to a full range of opportunities and are not disadvantaged, but that each individual values diversity in others. It is, of course, a legal requirement under The Equality Act 2010 but it's also a moral principle that all members of Knightsbridge School and it's wider community should be treated equally, fairly, and with respect

At KS, diversity is the mix and the business of inclusion is to make the mix work. At KS therefore, inclusion means creating an environment where everyone feels welcome and valued. That is what the KS Code means when it speaks of independence, friendship and confidence - "I will try not to let others feel lonely". At KS we also value trust and independence, friendship and confidence when we say "I will try not to let others feel lonely" and "If I have any worries I will speak to an adult I trust." Furthermore, an inclusive environment can only be created once we are more aware of our unconscious biases, and have learned how to manage them.

At KS we show respect and tolerance but also seek to have courage and be brave, seek integrity and forgiveness as the KS Code states "I will try to always be fair and honest and seek to forgive". We are committed to provide an interesting, challenging and enjoyable learning environment and will take all reasonable steps to ensure that all can participate fully in school life while feeling valued and well-supported. The KS school actively fosters a sense of belonging to our community which we recognise is the opposite of fitting in.

1 Admissions - Candidates for admission as pupils are required to satisfy the academic and character requirements current at the time of admission and entry to the School, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or disability or special educational needs and the School will not discriminate on these grounds when a place is offered, subject to paragraph 12 below. The School's Admissions Policy reflects the School's approach

towards equal treatment and is consistent with this policy.

2 Education - The School is mainstream and English-speaking. We are a school which values creativity and curiosity for all. The KS Code states that “I will try to do something creative every day”. A stated school aim is “to develop individual all round achievement in the areas of learning, leadership, music, art, sport, and drama by providing a wide variety of opportunities, expertise and extra curricular activities allowing children with varied interests to shine.” The School will provide appropriate support for children with special educational needs or for whom English is not their first language. The School's Special Educational Needs and Disability Policy includes details about the welfare and educational provision for pupils with special educational needs. See also paragraph 12.2 below.

3 Religion - The School is non-denominational but respects the right and freedom of individuals to worship in accordance with their faith subject always to their respecting the rights and freedoms of the school community as a whole. We foster respect, tolerance and leading by good example: “I will treat others as I would like to be treated.” Furthermore, we recognise that as a community we share a responsibility and duty of care towards others :“I will respect others” .

4 Related Policies - This policy has been prepared in accordance with, and should be read and applied in conjunction with all of the School's policies, including the Admissions Policy, Behaviour and Discipline Policy, the Exclusion Policy, Anti-Bullying Policy and the Special Educational Needs and Accessibility Policies.

5 Extent of the policy - This policy applies to all pupils, their parents or carers and all members of staff.

6. Diversity and Equality- The School recognises the benefits of having a diverse school community, with individuals who value one another, and the different contributions everyone can make. Diversity is recognising, respecting and celebrating each other's differences. Our KS Code clearly states “I will do nothing that will be hurtful to others’. We have a duty of care and responsibility to one another - “I will respect others and their possessions.” A diverse environment is one with a wide range of backgrounds and mindsets, which allows for an empowered culture of creativity and innovation. Where the KS Code says “I will try to do something creative every day,” we are espousing creativity and curiosity, for all.

At Knightsbridge School, equality means fairness: We are committed to ensuring individuals or groups of individuals are not treated less favorably because of their protected characteristics. As the KS Code states ‘I will treat others as I would like to be treated,’ which is rooted in respect, tolerance and leading by good example.

The School is committed to being an equal opportunities education provider and will promote equal treatment for all members of the school community. In the provision of equal opportunities, the School recognises and accepts its responsibilities under the law and opposes discrimination on the basis of: gender; pregnancy and maternity; gender reassignment; race; disability; religion or belief (including lack of religion or belief); sexual orientation; marital or civil partnership status; and age. These are the Protected Characteristics. Pupils and staff know the **Protected Characteristics (PC)** and why they

are important in creating an inclusive environment.

At Knightsbridge School, equality means fairness: We are committed to ensuring individuals or groups of individuals are not treated less favorably because of their protected characteristics. As the KS Code states ‘I will treat others as I would like to be treated,’ which is rooted in respect, tolerance and leading by good example.

The School also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need (SEND) or learning difficulty, disability or because English is an additional language. At KS we also believe equality also means equality of opportunity; we must also ensure that those who may be disadvantaged can get the tools they need to access the same, fair opportunities as their peers. In our KS Code we say “I will remember that giving and sharing are the best feelings in the world” which is rooted in cooperation and empathy.

The School therefore aims to ensure that all its policies and practices conform with the principle of equal opportunities. The School will tackle inappropriate attitudes and practices through staff leading by example, through the personal, social, health and economic education (PSHEE) programme, through assemblies, through the school culture and policies. Inappropriate attitudes and practices will be challenged. Children will be encouraged to value and respect all those they encounter at or through the school.

7. Approach - The principles of equality, diversity and inclusion guide the school’s approach both to the admission of pupils and employment of its staff. The attitudes, rights and entitlements which underpin best practice in Equality, Diversity and Inclusion in school, are in integral to the KS School Aim for Action - “to be a positive influence in the community by fostering the qualities of respect, discipline and a sense of responsibility, so that we are compassionate, collaborative, and committed to making a difference”. The principles are also employed to guide the school’s approach to the provision of access to facilities, services, opportunities and responsibilities.

Forms of Discrimination

8. Types: Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally. **It may also take the form of harassment or victimisation.**
9. Direct discrimination: Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out in paragraph 6 above. Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity).
10. Indirect discrimination: Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex, race or background.
11. Discrimination arising from disability: Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something

connected with their disability and when the treatment cannot be shown to be a proportionate means of achieving a legitimate aim.

11.1 Harassment: Harassment occurs when unwanted conduct related to a protected characteristic takes place, with the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. This applies whether the harassment is intended or not, and the perception of the individual concerned will be taken into account.

11.2 Victimisation: Victimisation occurs when a person is treated less favourably because they have made, or are believed to have made, a complaint of discrimination, or have supported another person in making such a complaint. Knightsbridge School does not tolerate victimisation of any kind.

12. Disability and Special Needs

Knightsbridge School is inclusive and welcomes pupils with disabilities and special educational needs. The school maintains and promotes a positive culture towards inclusion of disabled people and those with special educational needs in all its activities and will not treat a pupil and their parent or legal guardian less favourably on these grounds without proper justification. However, at present, the School's facilities, physical and otherwise, for the disabled and those with special educational needs are limited but all that is reasonable will be done to ensure that the curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone.

12.1 Disability: Subject to the above constraints, Knightsbridge School welcomes applications for school places from people who have a disability within the meaning of the Equality Act 2010. Every application will be processed and considered fairly. The school will make reasonable adjustments to its systems and procedures in order to accommodate disabilities of which it has been made aware as set out in the SEND and Admissions Policies the latter of which is available on the parent portal or on request from the Registrar.

12.2 SEND – The Special Educational Needs and Disability Code of Practice: 0 to 25 Years is adhered to in the School. Children with special needs may have an Individual Learning Plan which will be regularly reviewed in consultation with the pupil, his/her teachers and parents/carers. Please see the Special Educational Needs Policy for further details of the procedures offered by the school to assist these children.

12.3 Reasonable Adjustments - the school has an on-going duty to make reasonable adjustments for disabled pupils in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. In making "reasonable adjustments", the school is required to provide auxiliary aids and services for disabled pupils. The school will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids or services.

12.4 Confidentiality - The school will have due regard to any request by a parent or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential. This is clearly articulated in the KS Code "If I have any worries, I will speak to an adult I trust."

12.5 Access - The School will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, Knightsbridge School will take steps to improve access for disabled users of the premises. The School has an Accessibility Plan, which is kept under review and revised as necessary. The Plan is available on request from the Bursar.

13 Education and associated services

13.1 Equal access: The school will provide all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare, paragraph 13.2 and section 12 above.

13.2 Positive action: The school may provide pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.

13.3 Exclusions: The School affirms the values of respect, tolerance and leading by example. The KS code clearly states "I will treat others as I would like to be treated" and therefore will not discriminate against any pupil by excluding him or her from the School, or by subjecting him or her to any other detriment, on the grounds of his or her gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief, or special educational needs, subject to section 11 of this Policy.

13.4 Teaching and School materials: All efforts are made to recognise and be aware of the possibility of bias (for example, gender or racial), so that this can be eliminated in both the school's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias eliminating child on child discrimination. The KS School Aim for Achievement clearly states "we aim to provide a holistic and balanced and varied curriculum which enables children to develop the knowledge, skills and values they need to tackle challenges and achieve their full academic potential"

13.5 Pupil interaction: All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, religion, belief, pregnancy or maternity or special educational needs, subject to considerations of safety and welfare. The KS School Aim for Atmosphere affirms "we aim to create a stimulating, positive and caring learning environment based on good communication, close partnerships, mutual trust and respect."

13.6 Bullying and Child-on-Child abuse: The School will not tolerate bullying, cyberbullying or child-on-child abuse for any reason. Specific types of bullying include:

- bullying relating to race, religion, belief or culture
- bullying related to SEN, learning difficulties or disabilities
- bullying related to appearance or health conditions
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

The school's Anti-bullying Policy contains details of the School's anti-bullying practices and the school's Child-on-Child Abuse policy contains details of the school's approach to dealing with instances of Child-on-Child abuse.

14 School uniform

14.1 The school's approach to the wearing of school uniform applies equally to all pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, the school will consider reasonable requests to alter the school uniform, for example, for genuine religious requirements and reasonable adjustments for disabled children.

14.2 Symbols of faith: Certain items of jewellery, such as the Kara bangle worn by Sikhs, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is based on religious or racial beliefs or identity. This is subject to considerations of safety and welfare. Where there is uncertainty as to whether an item may be worn, the issue must be referred by the pupil or his or her parents to the Head, whose decision will be final, subject to the Complaints procedure.

14.3 Disabled pupils: Reasonable adjustments may be required to the school uniform for disabled pupils who require them. The pupil or their parents should refer the matter to the Head to ensure all reasonable adjustments are made to accommodate the pupil.

15 Religious belief

15.1 Religion: The school's ethos and timetable, including term dates, are set in accordance with a broadly Christian tradition, but the School respects the right and freedom of all individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the school community as a whole and considerations of safety and welfare.

16. Provision for pupils with particular religious, dietary, language or cultural needs

16.1 The school is keen to respect individual needs and consequently we will actively: promote racial equality and good race relations; promote equality of opportunity and

access; oppose all forms of prejudice and negative discrimination. This is in the KS Aims: “to be a positive influence in the community by fostering the qualities of respect, discipline and a sense of responsibility; so that we are compassionate, collaborative, and committed to making a difference.”

16.2 Catering: Knightsbridge School can provide for most special dietary requirements whether allergen, intolerance or for religious or cultural reasons. Individual plans can be created for pupils with food allergies. This is in accordance with the KS Code which affirms “I will strive for a healthy body and a healthy mind”.

16.3 Religious and cultural needs: The school is able to grant an absence of one day in any academic year for the observance of religious belief. The majority of school assemblies are non-denominational and cater for pupils of any or no religion. Parents may write to the Head if they wish to withdraw their child from specific religious assemblies/events. The school, through the pastoral structure, will make every effort to support individual pupils with particular cultural needs (religious, ethnic, creative, etc.).

16.4 Language: The School attempts to use clear, straightforward language whenever possible. The school will make reasonable adjustments to ensure that parents and pupils for whom English is an Additional Language (EAL) will be able to access school material. Pupils for whom English is not a first language will receive support, as appropriate, from the Learning Support Department.

17. Awareness of this policy among employees will be raised and maintained by means of discussion at whole staff and team meetings and will form part of the school’s education programme for pupils (in Lifeskills and Perspectives lessons and assemblies) and a school adherence to the importance of **Fundamental British Values (FBV)** and how they inform the way that we conduct ourselves with others. Children and staff will be valued for their diversity and differences and, in turn, encouraged to value and respect others. The qualities and behaviours expected are embedded in the KS Code.

18. Working Together – Knightsbridge School is committed to working with parents and other agencies for the good of each child.

19. Complaints

19.1 A pupil, parent, or carer who believes that they (or the pupil) have received less favorable treatment on any of the grounds referred to in this policy may make a formal complaint in writing. The complaint should be made to a member of staff (usually the class teacher or house tutor, or to any other adult member of the staff who is in a position to report the complaint). The complaint will be handled in accordance with the school’s Complaints Procedure, a copy of which will be made available on request.

19.2 All reported breaches of this policy will be recorded and this record will be reviewed annually by the Head.

20. Responsibilities, Monitoring and Review

20.1 Responsibilities - The Proprietor has overall responsibility for the effective operation of the School's Equality, Diversity and Inclusion Policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The Proprietor has delegated to the Head day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

20.2 Monitoring - To ensure that this policy is operating effectively and encourages diversity in the school, we seek to monitor applicants' gender, race, disability and religion or belief as part of the Admissions procedure. The school also maintains anonymised records of this data for the purposes of monitoring only. All data monitoring and processing will be conducted in accordance with current UK data protection laws ensuring that individuals' rights to privacy and data protection are upheld at all times.

20.3 Review - The Head has overall responsible for the on-going monitoring and regular analysis of the data monitored under paragraph 20.2 above and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination and discrimination arising from disability where necessary.

21 Enforcement

21.1 All complaints will be taken seriously and promptly investigated. Disciplinary action may be taken against any member of the school community who is found to have acted in contravention of this policy.

Reviewed by: Milana Kovacevic (SENDCo)

Date: September 2026

Approved by: Adam Anstey

Signed: September 2026