



## Policy Name: Equality, Diversity and Inclusion (EDI)

### General Statement

All school policies are available for parents and prospective parents by contacting St Crispin's School Office on 0116 2707648 or by emailing: [enquiries@stcrispins.co.uk](mailto:enquiries@stcrispins.co.uk)

These policies are adapted to cover the whole school from 2-16 and therefore this policy applies to the whole school, including the EYFS. It should be read by parents/staff alongside all the school policies, the School Welcome Pack and the Admission Form and for staff additional information can be found in the St. Crispin's Staff Handbook and their Terms and Conditions of Employment.

St Crispin's School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

The parents of the children attending St Crispin's School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a Safeguarding Policy and School may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

### Key Contacts

**Designated Safeguarding Lead:** Andrew Atkin (Head master)  
**Contact Details:** Telephone: 0116 2707 648 / 07943 940 288

E-mail: [headofeducation@stcrispins.co.uk](mailto:headofeducation@stcrispins.co.uk)

**Deputy Safeguarding Officer:** Kerry Massey (SENCo/Deputy Head)  
**Contact Details:** Telephone: 0116 2707 648

E-mail: [senco@stcrispins.co.uk](mailto:senco@stcrispins.co.uk)

A referral can be made to either of the key contacts above, or direct to either of the contacts below. Anybody can make a referral.

**Children and Young People's Service:** Emergency Duty Team

**Contact Details:** Address: 1 Grey Friars, Leicester, LE1 5PH Telephone (open 24/7): 0116 454 1004

**LADO (Local Authority Designated Officer):** 0116 454 2440 (for allegations against staff)

## Links to Other Policies

The policy should be read in conjunction with other documents, specifically the Behaviour Policy, Anti-bullying Policy, Child protection and Safeguarding Policy, Admissions Policy, Safer Recruitment Policy, Staff Code of Conduct, Computer Usage and E-Safety Policy, Prevent Policy, and the Visiting Speaker Policy.

In developing this policy, the school has had due regard to:

- The Equality Act 2010
- The Equality Act 2010: Advice for schools
- Sexual Violence and Sexual Harassment between children in schools and colleges Sept 2021
- Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Mental Health and Behaviour in Schools: Departmental Advice (DfE Nov 2018)
- Working Together to Safeguard Children (WTSC) (DfE February 2024)
- Keeping Children Safe in Education: Statutory guidance for schools and colleges (DfE Sept 2025)
- Working together to improve school attendance (DfE August 2024)
- The School Staffing (England) Regulations 2009 & Amended Regulations 2015; Safer Recruitment in Education
- The Prevent Duty Guidance (2023)
- The Use of Social Media for online radicalisation (July 2015)
- Information sharing: Advice for Practitioners providing safeguarding services (May 2024)
- 'What To Do If You Are Worried A Child Is Being Abused' (March 2015)
- Leicester Safeguarding Children Partnership Board Procedures (LSCPB)  
<http://llrscb.proceduresonline.com/chapters/contents.html>
- The Children Act 1989 and 2004
- The Education Act 2011 s175/s157
- Promoting children and young people's emotional health and wellbeing (2015)
- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (July 2017)
- Counter Terrorism and Security Act 2015
- Safeguarding & Child Protection education procedures in Leicester, notes, information, and training for Designated Safeguarding Leads (DSL) in schools
- Children and Families Act 2014
- Safeguarding and Vulnerable Group Act 2006
- Teachers' Standards: Guidance for school leaders, school staff and governing bodies (June 2013)
- Outside Agency and Involvement Policy

These documents are available to all staff and can be found on St. Crispin's School Hub.

# Introduction

St Crispin's School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. This includes the promotion of equality, diversity and inclusion. We recognise that our differences enrich the school environment and encourage staff and students to respect one another, while accepting, sharing and celebrating each other's differences.

Diversity is about the ways in which people differ. These differences should be recognised, celebrated and treated as a natural part of society.

Equality is a natural extension of diversity and is based on the idea of fairness, whilst recognising that everyone is different.

Inclusion means that all people, regardless of their abilities, disabilities or health care needs, have the right to be respected and appreciated as valuable members of their communities.

Equity is about giving people what they need, in order to make things fair. It means giving more to those who need it, which is proportionate to their own circumstances, in order to ensure that everyone has the same opportunities; for example providing more support to a disadvantaged student so they can reach their full potential. This is required under section 193(2)(b) of the Equality Act 2010.

The general duty of schools is outlined in section 149 of the The Equality Act 2010.

A public authority must, in the exercise of its functions, have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

St Crispin's School is committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the wellbeing of children within these families and may adversely impact on children's learning, attainment and life outcomes.

St Crispin's School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our Nursery/School. It aims to:

- Promote equality and value diversity within our School and foster good relations with the local community.
- Actively include all families and value the positive contribution they make to our School.
- Promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms.
- Provide a secure and accessible environment in which every child feels safe and equally included.
- Improve our knowledge and understanding of issues relating to anti-discriminatory practice.
- Challenge and eliminate discriminatory actions based on a protected characteristic as defined by the Equality Act (2010) namely:

- Age
- Gender
- Gender Reassignment
- Marital Status
- Pregnancy and maternity
- Race
- Disability
- Sexual orientation
- Religion or belief

Where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

## Overarching Principles

Equality, diversity and inclusion are integral to St Crispin's ethos and based on the following principles:

- Everyone in the school community is equal, regardless of their religious beliefs, race, sexual orientation, gender or gender identity, disability or age;
- Diversity is a strength and differences are recognised and valued;
- St Crispin's values and culture reflect the importance of feeling safe;
- Everyone is encouraged to be themselves and reach their full potential;
- A sense of belonging is promoted in the school;
- Positive relationships are promoted throughout the school;
- Prejudice and stereotyping are challenged;
- A 'zero-tolerance' stance is taken on all forms of discriminatory behaviour;
- Concerns and disclosures are taken seriously, and due process is followed, including where necessary liaising with external authorities.

In-line with the school safeguarding policy, the three main elements to our policy are:

1. **Prevention** through the creation of a positive school atmosphere, teaching and pastoral support offered to children;
2. **Protection** through procedures for identifying and reporting prejudice-related incidents;
3. **Support** for staff in dealing with prejudice-related incidents, and support for children who may have been involved in such incidents.

## Positive action

Where possible, St Crispin's engages in positive action to improve equality.

Positive action describes the voluntary measures which organisations can take to improve equality for people who share one or more of the nine protected characteristics. It enables organisations to take action to tackle the particular disadvantage, different needs or disproportionately low participation of a particular group, provided certain conditions are met.

At St Crispin's, such action includes targeted provision of resources or putting in place additional or bespoke provision for a particular disadvantaged group. At St Crispin's school, activities are designed to be fully inclusive, for example, none of our clubs, subjects, or sports are gender specific.

The Equality and Human Rights Commission (EHRC) give six general examples of positive action:

- placing job adverts to target particular groups, to increase the number of applicants from that group;
- including statements in job adverts to encourage applications from under-represented groups, such as 'we welcome female applicants';

- offering training, internships, or scholarships to help certain groups get opportunities or progress at school;
- offering shadowing or mentoring to groups with particular needs;
- hosting an open day specifically for under-represented groups to encourage them to get into a particular field;
- favouring the job candidate from an under-represented group, where two candidates are 'as qualified as' each other.

## Employment

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.
- All our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.
- We monitor our application process to ensure that it is fair and accessible.
- Positive action is taken as specified above.

## Unacceptable behaviours

St Crispin's embraces a culture committed to equality, diversity and inclusion. The Equality Act contains nine protected characteristics: gender, age, disability, marriage and civil partnership, pregnancy and maternity, race, sexual orientation, religion or belief, and gender reassignment. A zero-tolerance approach is taken to any discriminatory behaviour, whether or not it falls within the legal definition under the Equality Act. Other discriminatory behaviours may include:

- Bullying based on appearance (e.g. weight, height, disfigurement);
- Bullying based on class, social standing, geographical area, accent, income bracket;
- Bullying of care-experienced young people (i.e. looked after children and those who have been in care), who are particularly vulnerable to bullying;
- Bullying of young carers, who are also significantly more likely to be bullied.

Such behaviours fall under the EDI, Anti-bullying and Safeguarding policies, as examples of unacceptable conduct and peer-on-peer abuse. Further details can be found within the individual policies.

### Dealing with prejudice-related incidents

Any incident that an individual feels is prejudice based is treated as a prejudice related incident, whether that individual is a pupil, parent, or teacher. An individual does not need to be directly involved in an incident to feel that it is prejudice based.

All prejudice based incidents will be dealt with immediately. Staff will:

- Take the issue seriously, regardless of any personal views. Someone's perception is their reality at the time and incidents should not be dismissed or ignored.
- Respond immediately, acknowledge that the incident has happened, express disapproval at the behaviour and offer support to the target of the incident.
- Reinforce the school's zero-tolerance approach to discrimination and prejudice.

- Focus on the perpetrators behaviour rather than the person, ensuring they know that the behaviour is not acceptable and understand why.
- Ensure that any witnesses know that the behaviour is unacceptable and understand why.

All prejudice-based incidents will be investigated and accurate details recorded on an incident slip. Staff will:

- Inform a relevant member of the SLT, who will also arrange to inform parents if necessary.
- Ensure that both the perpetrator and target have a fair hearing and are able to discuss the incident independently, out of public hearing, and using a calm, non-confrontational approach.
- Address any underlying issues which may not be prejudice-based, as well as the prejudice-based behaviour.
- Approach witnesses for written statements to inform the investigation.
- Bring both parties together to give them a chance to be involved in resolving the situation.
- Ensure that all parties know what is being done to address the incident, and the reasons behind it.
- Ensure the prejudice is dealt with, explaining why the incident was prejudice based if the investigation proves it to be. If the incident is proven not to be prejudice based, ensure that the reasons are explained to all parties involved.
- Ensure that all details are recorded on an incident slip and any sanctions are applied with due regard to the behaviour and anti-bullying policies.

Additionally, to ensure that the issue has been adequately addressed:

- All prejudice-based incidents will be followed up with the perpetrator within two weeks of the incident, to inform them of further actions taken and provide opportunities for additional support if required.
- Relevant training/programmes of education will be provided on prejudice and discrimination.
- The perpetrator will be given the opportunity to take responsibility for their actions and take steps to repair the harm they have caused.
- Work will take place with other relevant agencies and the community to foster good relations within the school.
- Incident reports/scenarios will be shared with staff to ensure relevant discussion and development of good practice.
- The school's position on equality and diversity will be reinforced.
- Targets and parents have the right to refer cases to the police and all parties have the right to appeal to the Head master.

Derogatory comments, whether with an intended target or not, are unacceptable. They must always be taken seriously and given the REDFLAG:

Respond calmly

Explain that the comment is unacceptable and offensive regardless of whether or not there is a target

Discuss the incident and provide support and affirmation for those who need it

Focus on the perpetrator's behaviour rather than the person

Log and investigate the incident

Avoid ignoring or dismissing the comment, or labelling the perpetrator

Give reinforcement through follow-up, education, and support

**Concerns and disclosures are taken seriously, and due process is followed, including where necessary liaising with external authorities.**

## Prevent and how it is enabled within school

- See separate *Prevent Policy* also

St Crispin's school takes a proactive approach, encouraging students to recognise and celebrate the ways that people differ. Staff are trained to recognise and respond to prejudice-related incidents in-line with the Prevent Policy. St Crispin's school:

- **Prohibits extremist speakers/events at the school;** and has established a *Visiting Speaker Policy* and a clear protocol for ensuring that any visiting speakers – whether invited by staff or children themselves are suitable and appropriated supervised.
- **Manages access to extremist material** – including the internet (see Computer Usage and E-Safety Policy).
- **Trains its staff** to recognise signs of radicalisation/extremism, and to know what to do; with the result that staff have the knowledge and confidence to identify children at the risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shaped by terrorist groups. Staff know where and how to refer children and young people for further help.
- **Works in Partnership;** risk assessments and referrals are made in liaison with other local agencies. Channel is the multi-agency process designed to safeguard vulnerable people from being drawn into extremist behaviour, and works in a similar way to existing safeguarding partnerships.
- **Has established referral mechanisms** to identify individuals who are vulnerable to extremism or radicalisation, and works with local partnership to develop appropriate support strategies.

### Information Sites and Local Authority Prevent Lead:

[www.lcitylscb.org](http://www.lcitylscb.org)

<https://leics.police.uk/adviceandinformation/information-zone/terrorism/prevent-officers-pos>

Non-Emergency Police Number: 101

DfE Dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 0207 340 7264

[counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

## Admissions

- See separate *Admissions Policy* also

St Crispin's school has due regard to equality, diversity and inclusion in its approach to school admissions:

- St Crispin's School is an Independent Schools that is open and accessible to all members of the community, within the fee structure of the School as it is a fee-paying School and Nursery.
- Subject to availability there are a good proportion of fully funded places for three year olds.
- We base our Admissions Policy on a fair system.
- We advertise our service widely, reflecting the diversity of our community and wider society in our publicity and promotional materials.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- St Crispin's School and its practices are welcoming and make it clear that fathers, mothers, other relations, and carers are all welcome.

- St Crispin's School and its practices operate in a way that encourages positive regard for and understanding of difference and ability - whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our School/Nursery based on a protected characteristic as defined by the Equality Act (2010).
- St Crispin's School supports children and/or parents with disabilities to take full part in all activities within our School, making reasonable adjustments to enable successful participation. As a fee-paying school, parents are advised of any extra charges that may be involved. These costs are passed on to the parents in order that the needs of the child can be met. St Crispin's feel that parents need to be fully informed to find the most appropriate school for their child.
- We provide information on our offer of provision for children with special educational needs and disabilities on the Leicester City website.
- St Crispin's School monitors the needs and background of children joining our School on the Registration Form, to ensure that no accidental or unintentional discrimination is taking place.
- St Crispin's School shares and widely promotes valuing diversity and promoting equality, ensuring all parents are made aware of our EDI Policy.
- St Crispin's School aims to be flexible about attendance patterns to accommodate the needs of Individual children and families within the Nursery providing these do not disrupt the pattern of continuity in the Nursery/School that provides stability for all the children.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the School/Nursery.
- We act against any discriminatory, harassing or victimising behaviour by our staff, volunteers or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic, e.g. preventing families of a specific ethnic group from using the service;
  - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the School/Nursery;
  - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
  - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - perception – discrimination on the basis that it is thought someone has a protected characteristic, e.g. making assumptions about someone's sexual orientation.

Displaying of openly discriminatory and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately as a prejudice based incident, asking the adult/child to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult/child being excluded from the premises.

## Uniform

School uniform requirements are clearly communicated to parents during the admissions process. It is expected that pupils will take pride in their appearance and be smartly attired at all times; sanctions may be issued to those who do not meet this expectation. Where pupils have particular requirements the Head master may grant permission for alternative items of uniform to be worn. St Crispin's school is sensitive to the needs of different cultures, races and religions, and endeavours to accommodate any reasonable requests, provided that they do not compromise school discipline or the health and safety of any child.

## Attendance

St Crispin's maintains the same ambition for attendance for all students and works with pupils and parents to maximise attendance. We ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Where attendance is a concern, we consider additional support from wider services and external partners, making timely referrals as required.

## Special provisions for disability

Inclusion means that all people, regardless of their abilities, disabilities or health care needs, have the right to be respected and appreciated as valuable members of their communities.

Equity is about giving people what they need, in order to make things fair. It means giving more to those who need it, which is proportionate to their own circumstances, in order to ensure that everyone has the same opportunities; for example providing more support to a disadvantaged student so they can reach their full potential.

St Crispin's school is committed to making reasonable adjustments to put those with disabilities on a more level footing with those without disabilities. Parents will be supported in identifying and securing access arrangements for those who require them for formal external examinations; examples include, but are not limited to, extra time provision for examinations, and large-print papers.

## Fees

The School fees at St Crispin's School cover all class teaching within the school; extras are charged out at cost to parents and every effort is made to include all children in our activities including children's outings, leisure facilities, libraries, learning centres, etc.

Parents/Carers/LEA authorities pay any extra costs incurred for individual tuition, access arrangements at GCSE level, Annual Reviews/EHCP, specialist assessments, and Statements of Educational Needs with classroom support indicated in hours on the statement; including 1:1 support, Access Arrangement Reports and extra invigilation, exam fees, etc. Extra costs incurred for Outside Agencies that may need to be employed for medical/social/emotional/educational/counselling/EP reports etc. are also paid for by the parent/carer/LEA.

## EDI in Education: Curriculum

As a school we promote a positive, supportive and secure environment and give pupils a sense of being valued. We recognise that our senior leadership team need to ensure that teachers incorporate elements of equality, diversity, and inclusion into their lesson objectives and schemes of work, so that it is seen as part of wider teaching and learning. We create a culture that helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

St Crispin's school teaches that everyone is different; these differences should be recognised, celebrated and treated as a natural part of society. We teach children to respect that others may hold views that differ from our own and to show kindness towards the person regardless of different points of view.

Our teaching of Personal, Social, Health and Economic Education (PSHEE); Relationships and Sex Education (RSE); and Citizenship helps to develop appropriate attitudes in our children and it makes them aware of the

impact of their decisions on others. Integral to this, is our policy concerning Social, Moral, Spiritual and Cultural (SMSC) education.

We also teach them how to behave in response to prejudice-related incidents. We teach them how they can keep themselves safe, both on-line and off, who to ask for help if their safety is threatened, and how any concerns can be raised and reported in school. Pupils are taught about mental and physical health and wellbeing to build resilience and equip them to stay happy and healthy.

We pride ourselves on our culture of open and effective communication between the staff and pupils, and on our excellent pastoral support structures at the school. We prepare all our pupils to make reasoned, informed choices, judgments and decisions. From time to time staff will base circle time and assemblies on related topics to respond to the needs of the students or challenge potential discriminatory views.

We teach children about healthy relationships, in-line with the introduction of compulsory relationships education and RSE from September 2020, so that the children can be happy, safe, and secure within their relationships. Our programme for relationships education helps children develop an understanding that both online and offline relationships carry both risks and rewards, and where and how they can seek support or advice.

We create within the Nursery/School a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background. We ensure that this is carried out in a way that is developmentally appropriate for the children.

Our environment is as accessible as possible for all visitors and service users. If access to St Crispin's School is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate their needs.

We ensure that our practice is fully inclusive by:

- Creating an environment of mutual respect and tolerance;
- Making children feel valued and good about themselves and others;
- Modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- Positively reflecting the widest possible range of communities within resources;
- Avoiding use of stereotypes or derogatory images within our books or any other visual materials;
- Celebrating a wide range of festivals and holy days;
- Ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- Ensuring that disabled children with and without special educational needs are fully supported;
- Ensuring that children speaking languages other than English are supported in the maintenance and development of their home language;
- Ensuring that children have equality of access to learning;
- Undertaking an access audit to establish if St Crispin's School is accessible to all children; and making reasonable adjustments to the environment and resources to accommodate a range of learning, physical and sensory impairments;
- Making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of children.
- Differentiating the curriculum to meet children's special educational needs;
- Ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- Fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

## Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the School/Nursery.
- We encourage mothers, fathers and other carers to take part in the life of the School/Nursery and to contribute fully with our fundraising occasions.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the School/Nursery.

## Food

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met wherever possible. This includes the provision of an area during lunchtimes for children who are fasting for religious reasons.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences amongst them.

## Toilet and changing facilities

St Crispin's school offers the provision of separate male and female toilets, and arrangements for trans individuals. Two single use changing and toilet facilities are available in the senior building and one single use changing and toilet facility in the junior building.

The reasoning for provision of separate male and female toilets, and separate arrangements for trans individuals:

1. Request for privacy by students.
2. Health and safety of students.
3. The service is likely to be used by more than one person at the same time and a woman might reasonably object to the presence of a man (or vice versa).

Separate facilities for trans individuals will help avoid confusion as trans individuals in school are not likely to have undergone any medical interventions due to their age, so it would prevent undue anxiety/conflict/confusion from students under points 1 and 3 above. It would not be right for them to use facilities designed for a gender they do not identify with, yet equally it may create issues to allow them to use facilities designed for the opposite sex to the biological sex recorded on their birth certificate (as legally assigned by the equality act, prior to any legal gender reassignment which would be confirmed as a change by a Gender Recognition Certificate).

## Meetings

Meetings are arranged to ensure that all families who wish to may be involved in the running of our School/Nursery social functions.

We positively encourage fathers to be involved in the School/Nursery, especially those fathers who do not live with the child; assuming both parents have parental responsibility and have signed the application form. However, it must be remembered that St. Crispin's is a safe haven for children.

Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

Parents/Carers are invited to sign up for the Hub to assist with communication. Here they can sign up to SMS messages and e-mail to inform them in real time on their child's achievements.

## **Training**

St Crispin's School is committed to promoting equal opportunities and celebrating diversity. We are also committed to empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

### **Induction and training**

The school's requirements for the training in EDI are as follows:

- All staff, including temporary and peripatetic staff, the Proprietor and volunteers, must be provided with induction training that includes the school's EDI policy.
- Training opportunities are sought for all adults involved in the Nursery/School to ensure that they are able to recognise and respond to prejudice-related incidents, including unacceptable terminology.
- We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish
- We ensure that all staff know the procedures for reporting and recording any concerns they may have. Detail is provided on how to receive a disclosure. Staff are advised to maintain an attitude of 'it could happen here'.
- All staff receive EDI Training refreshers, during in house staff training at the beginning of each term, along with informal updates as required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

## **Monitoring and reviewing**

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

## **Public Sector Equality Duty**

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, and foster good relations between people who share a protected characteristic and those who do not.
- We actively discourage any form of radicalism or any activity that may undermine the fundamental British Values of democracy.

## Legal framework

The Equality Act (2010) - Children Act (1989) & (2004)

Special educational needs and disability code of practice: 0 to 25 years (2015)

This policy complies with Regulation 1 Parts 1 and 2 Of the Quality of Education and SMSCD of Pupils and other relevant and current regulations and any other guidance for Schools and Colleges

This policy complies with Regulation 3 Welfare, health and safety of pupils, paragraphs 7(a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance for Schools and Colleges

This policy complies with Regulation 4 Suitability of Staff, Supply Staff and Proprietors, The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance for Schools and Colleges.

## Safeguarding responsibility

Prejudice-related incidents are considered a safeguarding concern as they threaten the wellbeing of the target. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information, and taking prompt action.

We have within St. Crispin's School, four key Safeguarding Staff:

- Mr Atkin, our Head master, acts as our Designated Safeguarding Lead. He has overall responsibility for any Safeguarding concerns within the school, pupils or staff.
- Miss Massey acts as our Designated Safeguarding Officer, who can provide support for the Designated Safeguarding Lead.
- Mr Christopher Lofthouse acts as our Director with Safeguarding Responsibility for any allegations against the Head.
- Mrs Catherine Lofthouse acts as our Director with Safeguarding Responsibility who can provide support with the management of Safeguarding records.

## Contact details

Mr Andrew Atkin: Designated Safeguarding Lead  
St. Crispin's School, 6 St. Mary's Road, Leicester, LE2 1XA  
Telephone: 0116 270 7648

Miss Kerry Massey: Designated Safeguarding Officer  
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Mr Christopher Lofthouse: Director with Safeguarding Responsibility  
St. Crispin's School, 6 St. Mary's Road, Leicester, LE2 1XA  
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Mrs Catherine Lofthouse: Director with Safeguarding Responsibility  
St. Crispin's School, 6 St. Mary's Road, Leicester, LE2 1XA  
Telephone: 0116 270 7648

Contact Children and Young People's Service:

Children and Young People's Services, 1 Grey Friars, Leicester, LE1 5PH

"Use One Number": Duty and Advice Service (DAS), Emergency Duty Team, Early Help Assessments

Telephone (open 24/7): 0116 454 1004

Independent Schools Inspectorate

CAP House, 9-12 Long Lane, London, EC1A 9HA

E-mail: [info@isi.net](mailto:info@isi.net) Telephone: 0207 600 0100

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This School Policy was adopted by St. Crispin's School Limited on:  
04.01.13

To be updated: Annually

Reviewed/Updated:

01/11/13, 01/02/15, 05/10/16, 25/01/16, 25/01/17

26/02/18, 27/02/19, 16/02/20, 17/02/21, 17/02/22

30/05/22, 22/08/23, 22/08/24, 27/08/25

Next due: 27/08/26

Signed on behalf of the Provider:



Mr. A. Atkin  
Head master