



Equality, Diversity and Inclusion Strategy

This strategy applies to Steephill School, including the EYFS setting.

Policy Author: Mrs Helen Millward – Headteacher
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1. Introduction

Steephill School is a vibrant, nurturing and diverse independent primary school where every child is known, valued and celebrated. Our school community reflects a rich blend of ethnicities, cultures, languages and faiths, and we believe that this diversity strengthens our learning environment and prepares children for an interconnected world.

Our Equality, Diversity and Inclusion (EDI) Strategy sets out our commitment to ensuring that all members of our school community feel respected, represented and empowered. It outlines how we embed equality into everyday practice, celebrates difference, and ensures every child has fair access to opportunity and success at Steephill School.

We aim to create a learning environment that is safe, welcoming and aspirational for all, regardless of background, identity or circumstance. This policy aligns with:

- The Equality Act 2010
- Independent Schools Inspectorate (ISI) inspection framework
- Independent Schools Association (ISA) guidance and audit materials
- Keeping Children Safe in Education
- The CUSP curriculum
- The Twinkl RE curriculum
- Our whole-school approach to global learning.

2. Our Vision for Equality, Diversity and Inclusion

At Steephill School, we aim to:

- Create a school where every child feels a deep sense of belonging.
- Celebrate the diverse cultural, religious and linguistic identities of our families.
- Equip children with the knowledge, skills and attitudes to thrive in a multicultural society.
- Foster curiosity, empathy and respect through a curriculum that reflects global perspectives.
- Ensure equity of access and high ambition for all learners.
- Promote equality of opportunity for all pupils and staff.
- Foster an inclusive culture where diversity is recognised and celebrated.
- Prevent discrimination, harassment and victimisation.
- Ensure all members of the community understand their responsibilities.

- Identify and remove barriers to participation and achievement.
- Build EDI awareness through curriculum, assemblies and staff development.

Our vision is rooted in the belief that inclusion is not a standalone initiative but a mindset that shapes everything we do.

3. Roles and Responsibilities

Governors

- Ensure compliance with statutory duties.
- Monitor EDI provision and progress.
- Review policy and action plan annually.

Headteacher

- Lead on implementation and culture.
- Ensure training and awareness.
- Monitor behaviour, curriculum and provision.
- Report to governors.
- Coordinate action plan.
- Support staff.
- Monitor incidents and trends.
- Lead audit and review.

All Staff

- Model inclusive language and behaviour.
- Refer to school values and expectations.
- Challenge discrimination.
- Record incidents appropriately.

Pupils

- Treat others with respect.
- Understand and uphold school values.

4. Curriculum and Learning Commitments

4.1 CUSP Curriculum and Representation

We deliver a broad and rich curriculum through the **CUSP (Curriculum with Unity Schools Partnership) framework**, which places strong emphasis on:

- High-quality literature with diverse characters, authors and perspectives.
- The study of global history, geography and culture.
- Explicit vocabulary instruction that empowers all learners.
- Embedding diversity naturally through high-quality texts, case studies and disciplinary knowledge.

Black history is not confined to a single month but is taught throughout the year, ensuring pupils develop continuous understanding of the contributions, experiences and achievements of Black individuals in Britain and worldwide. **We have a parent group who XXXXXXXXXXXXX**

4.2 Religious Education (Twinkl RE Curriculum)

We use the Twinkl RE curriculum, which provides structured, balanced and age-appropriate learning about major world religions. This includes:

- Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism.
- The development of respect for different faiths and worldviews.
- Learning that is inclusive, non-judgmental and exploratory in nature.

Through assemblies, festivals, classroom celebrations and community partnerships, we honour the diverse faith traditions of our families.

4.3 Global Learning and Enhancement Weeks

Global learning is a defining feature of our curriculum. Each year we deliver three termly enhancement weeks, which deepen global understanding and broaden cultural awareness. Themes often include:

- Sustainability and the environment
- Human rights and social justice
- Global citizenship
- Celebrating world cultures

These weeks provide meaningful opportunities for enrichment, community engagement and immersive learning.

5. School Culture, Role Models and Belonging

5.1 Celebrating Diversity within our Community

We actively celebrate the cultural and faith backgrounds of our families through:

- Inclusive displays and shared resources
- Class and whole school celebrations of religious festivals
- Focused assemblies
- Family engagement events
- Opportunities for parents to share culture, language or traditions
- We take pride in creating an environment where every child can see themselves reflected in school life.

5.2 Class Names Inspired by British Icons

Each class at Steephill is named after an inspirational British figure whose values, achievements and leadership reflect the qualities we want our pupils to aspire to:

- **Attenborough** – environmental stewardship
- **Nightingale** – compassion and resilience
- **Rashford** – advocacy and social justice
- **Hawking** – curiosity and scientific excellence
- **Aderin-Pocock** – ambition and representation in STEM
- **Turing** – innovation and problem-solving

These names act as daily reminders of the diverse contributions to British society and provide rich opportunities for aspirational learning.

5.3 House System and UN Global Goals

Our house system named Bignold, Francis and Ford is a reminder of our school heritage from the founding Headteacher Miss Bignold, her Deputy Head Mrs Isabelle Francis and Canon Ford who led worship at our local St Mary's church.

Each house works towards a United Nations Sustainable Development Goals (SDGs). This academic year we are focusing on:

- **Goal 1 – No Poverty**
- **Goal 3 – Good Health and Well-being**
- **Goal 13 – Climate Action**

Children explore these goals through assemblies, PSHE, projects and enhancement weeks, helping them develop global citizenship, empathy and responsibility.

6. Equality and Inclusion in Practice

We are committed to:

- **Inclusive teaching** that recognises varied needs and learning profiles.
- **Equitable access** to enrichment opportunities, extracurricular activities and leadership roles.
- **Celebrating cultural diversity** through displays, events and curriculum experiences.
- **Responding swiftly** to incidents of prejudice, discrimination or inequality.
- **Ensuring representation** in books, resources, images and visitors to the school.
- **Staff training** in equality, unconscious bias, inclusive practice and cultural competency.
- **Listening to pupil voice**, including through class councils and wellbeing surveys.

7. Strategic Aims and Objectives

Aim 1: Promote a school culture rooted in respect, representation and belonging.

Objectives:

- Ensure all pupils feel valued and reflected in school life.
- Celebrate diversity through assemblies, events and curriculum experiences.
- Strengthen parental partnerships to enhance cultural sharing and understanding.

Aim 2: Embed equality, diversity and inclusion meaningfully throughout the curriculum.

Objectives:

- Ensure the CUSP curriculum is taught with fidelity and with clear emphasis on representation.
- Implement a high-quality Twinkl RE curriculum that fosters understanding of world faiths.
- Integrate Black history, global perspectives and inclusive texts across subjects all year round.
- Continue to enrich learning through termly enhancement weeks and global learning themes.

Aim 3: Ensure equitable access and remove barriers to learning.

Objectives:

- Identify and support pupils who may experience disadvantage or underrepresentation.
- Provide opportunities for every child to participate fully in performances, festivals, visits and wider-school experiences.
- Maintain high expectations for all pupils, ensuring challenge and support are balanced.

Aim 4: Strengthen staff expertise in equality and inclusive practice.

Objectives:

- Provide annual EDI-focused CPD for all staff.
- Develop staff confidence in addressing issues of bias, discrimination and equality.
- Ensure staff use diverse resources and inclusive pedagogies across subjects.

Aim 5: Embed global citizenship and sustainability across school life.

Objectives:

- Ensure all pupils understand the UN Global Goals, with focus on Goals 1, 3 and 13 this year.
- Promote environmental responsibility through curriculum links, Gardening Club, eco-initiatives and Forest School.
- Foster a sense of responsibility for the wider world and future generations.

8. Monitoring and Review

We will monitor the impact of this strategy through:

- Curriculum and subject leader reviews
- Pupil voice and wellbeing feedback
- Learning walks and book looks
- Evaluation of events and enhancement weeks
- School development plan priorities
- Annual review by the Senior Leadership Team and Governors
- Conduct annual EDI audits (aligned to ISA).

This strategy will be reviewed annually to ensure it remains aligned with best practice and meets the evolving needs of our community.

9. Conclusion

At Steephill School, equality, diversity and inclusion are woven into the fabric of our identity. Through a rich, global curriculum; an inclusive culture; and a strong commitment to representation and fairness, we equip our children to become confident, compassionate and globally aware citizens.

Our EDI Strategy reflects both who we are now and who we aspire to be, ensuring every child is empowered to shine.