



Kimbolton School
Cambridgeshire

Equity, Diversity and Inclusion (EDI) Policy: Belonging at Kimbolton

Policy owner: Assistant Head: Learning
Governor Committee: People & Culture
Policy Summary Statement: This policy seeks to reflect best practice in EDI to ensure that all the school's stakeholders can feel that they fully belong

Release Date: Autumn 2025
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Scope

This policy applies to all members of the school community, including pupils, staff, governors, volunteers, and visitors. It covers all aspects of school life including admissions, teaching, pastoral care, and extracurricular activities.

Legal framework

This policy is guided by:

- The Equality Act 2010
- The Independent School Standards Regulations 2014
- Keeping Children Safe in Education (2025)

We are committed to upholding the nine protected characteristics under the Equality Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

In addition, the school recognises its duty to promote the values of equality, diversity and inclusion which reflects international human rights standards as expressed in the United Nations Convention on the Rights of the Child, the United Nations Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

The school has also considered the findings of the [The Independent Inquiry into Child Sexual Abuse | IICSA Independent Inquiry into Child Sexual Abuse](#)

We are an academically selective day and boarding school for boys and girls and so we rely on the provisions in Schedule 11 of the Equality Act 2010 which permit us to select our pupils based on their academic ability. Our approach to gender reassignment and identity is explained in our Gender Identity Pupil Protocol, which is available on request.

All members of our community must comply with this policy, and parents are expected to support the aims of this policy.

This policy should also be read in conjunction with other relevant school policies and procedures. These include but are not limited to:

- Accessibility Policy
- Admissions Policy
- Anti-Harassment & Bullying Policy
- Anti-bullying Policies
- Behaviour Policies
- Pupil Code of Conduct
- Parental Complaints Procedure
- PSHE Policy
- Recruitment Policies
- Relationships & Sex Education Policy
- Safeguarding and Child Protection Policy
- Whistleblowing Policy

Definitions

Equality/Equity:



Equality - ensuring individuals are treated fairly and given equal opportunities to access all opportunities, regardless of any protected characteristic.

Equity – Providing additional support or resource to enable individuals to access all opportunities, regardless of any protected characteristic.

Diversity- recognising, valuing and respecting differences, to create an inclusive and enabling environment for all.

Inclusion- an ethos and community which enables all individuals to have a sense of belonging, to feel valued and know that they can contribute and add value to the school and its wider community.

Policy statement

A strategic objective of Kimbolton School is to;

“Integrate a modern approach to EDI in policy, practice and curriculum so that all pupils feel comfortable and openly proud to come to school as themselves regardless of background, race, belief, gender, neurodiversity, sexuality or disability.”

Celebrating diversity and actively promoting inclusion and equality of opportunity are at the core of the school’s ethos in order that pupils and staff feel valued, and to ensure everyone can thrive and meet their full potential. EDI is an integral part of each pupil’s experience and includes all aspects of pastoral care, the curriculum, the co-curriculum and support systems of the school.

Kimbolton School promotes the values of:

- Kindness
- Curiosity
- Courage
- Endeavour
- Integrity

These values underpin our inclusive aims and attitudes which guide our interactions and decision-making.

Key aims

Kimbolton School aims to:

- Comply with the school’s equality obligations to prevent any form of discrimination based on the protected characteristics as set out by the Equality Act 2010;
- Challenge and act upon any form of discrimination and inequality, including bullying;
- Promote positive and non-stereotypical information;
- Be an inclusive, welcoming school which values all members of its community so that everyone feels valued and can flourish;
- Value everyone equally and seeks to ensure that all people have equal access to the opportunities afforded at Kimbolton as both learners and employees to promote a sense of being valued and of contributing;
- Create a school community which respects and fosters diversity, values difference, and embraces the view that a more diverse community has greater inherent value;
- Create an inclusive culture in which all individuals and groups of individuals can feel free to express who they are and what choices they make, ensuring that all members of the school community feel valued, and know that they add value;
- Embed inclusion in all aspects of school life, creating a community where individuals can see themselves reflected and so feel a sense of belonging;
- Promote a partnership between parents and the local and wider community which fosters respect, and values the contribution of others to the school’s understanding of equality and diversity;



Key attitudes and habits

Kimbolton School:

- Acknowledges that people learn and work differently, differences are celebrated strengths valued and recognised and reasonable adjustments are accommodated;
- Supports individuals to overcome any barriers faced either as a learner or an employee, so that they can flourish;
- Promotes the vital importance of positive and kind relationships between pupils as well as respectful working relationships between pupils and staff, and between staff;
- Educates pupils to not be bystanders and to take a shared responsibility for the schools' culture based on its values, thus maintaining the school's commitment to equality, diversity, and inclusion;
- Educates pupils about the world in which they live, preparing them for life in a diverse society where they look forward and outward, value others, see the value that diversity brings and make a positive contribution;
- Draws upon a wide and diverse range of resources, experiences and opinions to enable pupils to attain excellent academic and personal development;
- Treats bullying, including discriminatory bullying, as a serious disciplinary matter and a safeguarding concern;
- Has systems for reporting any prejudice-based and discriminatory bullying in the workplace for employees and through the pastoral systems for pupils;
- Recognises the critical importance of supporting all learners to access the curriculum and co-curriculum;
- Monitors and supports the development of those pupils with a special educational, social or disability need to ensure they can benefit from everything an Kimbolton education has to offer;
- Is aware of the potential challenges for pupils supported by a means tested bursary and takes steps to provide reasonable financial support in addition to fees) to ensure such pupils are not disadvantaged and to enable them to access everything a Kimbolton education has to offer;
- Ensures that policies and procedures support the work of all employees and potential employees, including through recruitment and promotion, and in continuing professional development.

Promoting belonging

To achieve these aims and foster these attitudes Kimbolton School will:

Staff

- Listen to and engage a diverse range of members of the school community in for example the development, review and evaluation of all relevant plans, policies and procedures;
- Monitor and report on matters related to EDI to the People and Culture Committee of the Governing Board and to staff and pupils in various contexts;
- Ensure the school curriculum includes EDI, by utilising time in but not exclusively in RSE and PSHE
- Ensure that the academic curriculum and resources within the school promote EDI and educate against stereotypical attitudes or images and prejudice;
- Ensure the co-curriculum supports EDI;
- Promote awareness of and celebrate EDI in several contexts, including but not exclusively, through Chapel, assemblies, House assemblies and integrated learning days and weeks;
- Prevent potential barriers to learning by providing for pupils' needs appropriately including any specific learning difficulties and/or disabilities a pupil may have;
- Analyse examination results to monitor any potential disadvantage amongst pupils or groups of pupils;
- Challenge bystanding and promote the need for every individual to contribute positively to the school's values-driven culture referencing the importance this plays in matters of EDI;
- Encourage reporting of issues of concern by pupils and staff on matters of EDI;



- Deal consistently and decisively with any failure to uphold the school's expectations on EDI by pupils or staff in line with the policies and procedures listed on p1
- Maintain within our bullying log an active record of any alleged incident of prejudice-based or discriminatory bullying, overseen by the Senior Deputy Head.
- Monitor the progress and engagement of pupils who are representative of protected characteristic groups and those who receive bursary assistance, taking action to address any issues which involve inclusivity or equality;
- Monitor matters of EDI in the recruitment of pupils and the work of the Admissions Department;
- Monitor recruitment and retention of staff (the school welcomes applications from all applicants who meet the requirements for any staff position; however, the school is especially keen to receive applications from those in minority groups for which the School is currently underrepresented);
- Work in partnership with families and the wider community to establish, promote and disseminate inclusive practice and prevent discrimination

Pupils

- Topics related to EDI are introduced to pupils in relevant and age-appropriate ways throughout their time at the School, including during their application process.
- The school presents pupils with numerous opportunities to engage with matters relating to EDI including:
- Through their work in the curriculum and the co-curriculum pupils learn the value of understanding others and the benefit diversity brings to communities and to their personal experience and development;
- Understanding (through clear communication and modelling from staff) the behavioral expectations about the treatment of others, respecting all members of the school community and upholding the core values of the School;
- Provision of opportunities for self-reflection through the pastoral work through tutors, Heads of House and others, which lie alongside the formal opportunities provided in the curriculum and co-curriculum;
- Learning about discrimination, relationships, forms of abuse and prejudiced-based bullying and discrimination through (but not limited to) the PSHE and RSE programme;
- Leadership opportunities for pupils which involve modelling the school's EDI values;
- Pupil Voice: this includes membership of societies such as KimUnity and the Pupil Forum;
- Opportunities for pupils and staff to reflect on and share their lived experience at Kimbolton, and outside of school, to enable understanding and appreciation of the importance of EDI

Leadership

- Governors and senior leaders are committed to taking the following steps to ensure good practice within the school and to promote the effective embedding of EDI in all aspects of the school's work;
- Take responsibility for the implementation and promotion of the policy, ensuring the awareness of pupils, staff and parents about the requirements and expectations around all EDI matters;
- Show visible leadership in EDI to demonstrate importance to the school, includes by the governors;
- Provide appropriate training for staff and pupils, and communication with parents around the school's work on EDI;
- Include awareness of matters relating to EDI and its implementation in staff accountability and CPD;
- Offer opportunities for Pupil Voice to express the pupils' experience of EDI at the School and to contribute positively to the school's practice of EDI;
- Monitor the effectiveness of EDI work in the School specifically in admissions and staff recruitment and retention, including an annual audit of the gender pay gap;
- Assign responsibility for implementation of the policy to a specific member of SLT who will work with all stakeholders to produce and report on a development plan.



- Monitor the experience of rewards and sanctions through regular auditing by Hms and the Senior Deputy Head;
- Review the effectiveness of the policy annually and suggest, along with relevant colleagues, additions and changes to the policy each year.

Raising concerns

Any employee who believes they are being unfairly treated should raise their concerns with a member of the HR team. Our Grievance procedure can be used where a member of staff wishes to report a concern about another member of staff's treatment of them.

Any pupil who has reason to think that any member of the school's staff has acted in a discriminatory manner should tell anyone of this group: any Assistant Head, any Deputy Head, the Chaplain, or DDSL and DSL. Pupils can escalate their concern to the Headmaster and then the Chair of Governors.

Record keeping

All records created in accordance with this policy are managed in accordance with Kimbolton's policies on the storage of data and records.

The records created in accordance with this policy may contain personal data. Kimbolton School has privacy notices which explain how personal data about pupils, staff and parents will be used. The privacy notices are published on the school's website. In addition, staff must ensure that they follow the school's data protection policies and procedures when handling personal data created according to this policy.