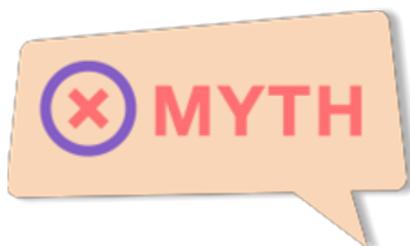


# Myths and Facts



We already talk about EDI topics during specific events or times of the year, so we already do enough.

A focus on EDI issues only during events or holidays, for example, can be seen as ticking-boxes rather than fully embedded throughout school culture. EDI should be an ongoing conversation in all board meetings, integrated into the curriculum, and explicit in the whole school ethos.

We are a small trust in a rural area so don't have a very diverse staff and pupil profile. Only urban or diverse schools and trusts really need to focus on EDI.

Difference isn't always visible, or known. Therefore all schools and trusts, regardless of location or demographics, benefit from promoting EDI and creating a more inclusive environment. It is especially important in this example, as there could be a risk of 'group-think'.

EDI only benefits underrepresented groups and not the majority, it's more financially efficient to focus resources on things that will help the biggest proportion of pupils.

EDI benefits individuals from all backgrounds. Indeed, anyone could fall into an EDI category at some point in their life, even if it is simply due to a broken leg. Ensuring that there are things in place for all these moments means that everyone can always equally access any opportunities.

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There aren't any LGBT+ people in our school or trust so it isn't something we need to worry about.

Setting aside the fact that this is something no one could possibly know with certainty, it is important that a young person's educational career prepares them for the diverse and inclusive world beyond their school or trust and own experiences.

