



## **Monkfrith School**

### **Pupil Equality, Equity, Diversity and Inclusion Policy 2025-7**

At Monkfrith Primary School, we believe that everyone has the right to equal opportunities. We believe that all children, adults and families should feel welcome and have an equal chance to benefit from our school and everything it provides.

The Monkfrith school community (children, parents, carers, staff, governing body and community users of school's facilities) has a rich diversity in terms of cultures, religions, beliefs, ethnicities and social backgrounds and the community in which the school is situated broadly reflects such diversity. We ensure that our curriculum reflects the diversity of our society, and not just our group. We encourage children to explore in a positive way the differences and diversities of people. We positively challenge, in everyone, the stereotypes and assumptions, and actively seek to combat all forms of discrimination.

The school's staff and governing body recognise the importance of the school's role to create opportunities for pupil's achievement and enabling every child to achieve their potential thereby contributing to long term community cohesion.

We will endeavour to contribute to building community cohesion by continuing to promote equality of opportunity and inclusion for all groups of pupils within a school. The school will also continue to promote shared values and encourage our pupils to actively engage with others to understand what they all hold in common.

The school's contribution and commitment to community cohesion is apparent throughout the school; in its teaching, learning and the curriculum, its equity and excellence and its engagement and extended services.

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of

- pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

## **1. Legal Framework**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:
  - DfE (2014) 'The Equality Act and schools'
  - DfE (2018) 'Promoting the education of looked after children and previously looked after children'
  - DfE (2018) 'Gender separation in mixed schools'
  - DfE (2018) 'Equality Act 2010: advice for schools'
  - DfE (2018) 'Mental health and wellbeing provision in schools'

## **2. Roles and responsibilities**

The governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils and potential pupils will not be discriminated against, harassed or victimised in relation to:
  - Admissions.
  - The way the school provides and education for pupils.
  - How pupils are provided with access to benefits, facilities and services.
  - The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.

The headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, taking into account new legislation and government guidance, and previously reported incidents, in order to improve procedures.

- Ensure that appropriate counselling is made available for pupils who require immediate interventions, parental assistance and personal counselling.

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

### **3. Protected Characteristics**

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

### **4. Looked After and previously Looked After**

LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND that LAC or PLAC have are duly taken into account and addressed, whether this is with or without a SEND statement or EHC plan.

The school will adhere to its LAC Policy containing further information addressing equal opportunities for LAC.

## **5. The Curriculum**

Pupils will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

## **6. Promoting Inclusion**

The school will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, taking into account the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.
- Discussing equality issues as an agenda item for the school council.

- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

## **7. Bullying and Discrimination**

Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Child Protection and Safeguarding Policy.

The headteacher will decide whether it is appropriate to notify social services and/or the police of any incident.

This policy was written in January 2025.

It will be reviewed in July 2027.