THE CHURCH OF ENGLAND

The Methodist Church

John Fletcher of Madeley

Primary School

Equality, Diversity and Inclusion (EDI) Policy

Date approved: September 2025
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1. Mission statement

At John Fletcher of Madeley Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school. The setting takes steps to advance equality of opportunity, equity, foster good relations and eliminate discrimination, victimisation or harassment across all the protected characteristics (race, gender reassignment, disability, religion or belief, pregnancy and maternity, sex, sexual orientation) within the school community. Reasonable adjustments are made to accommodate everyone.

As a church school, we believe that all are equal in the sight of God and therefore we aim to develop a culture of equality, diversity and inclusion (EDI) in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At John Fletcher of Madeley Primary School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

2. Aims

- To comply with the Equality Act 2010
- To ensure all learners are valued equally having access to a full curriculum and the opportunity to fully participate in the life of the school;
- Ensure that diversity between individuals and groups is recognised and respected;
- Foster positive attitudes and relationships and a shared sense of cohesion and belonging;
- Develop good equalities practice in staff recruitment, retention and development;
- Reduce and remove inequalities and barriers that already exist.

Our Legal Duties

Legislation relating to equality, equity and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

The 'Protected Characteristics' (relating to children and school staff) within equality law are:

- **Disability -** A person has a disability if she/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

- **Gender reassignment -** A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella
  term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children and adults with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- **Pregnancy and maternity -** Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a women's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Race/ethnicity -** A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief -** Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex -** A man or a woman.
- **Sexual orientation -** Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the Relationships, Sex Education (RSE) curriculum about different types of families and are encouraged to accept all.
- **Age –** The category protects people of all ages. However, different treatment because of age is not unlawful direct or indirect discrimination if you can justify it (for example if you can demonstrate that it is a proportionate means of meeting a legitimate aim). Age is the only protected characteristic that allows employers to justify direct discrimination.
- **Marriage and civil partnership –** The Act protects employees who are married or in a civil partnership against discrimination.

It is also unlawful to discriminate because of the sex, race/ethnicity, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, we will not discriminate by refusing for example, to admit a pupil because his/her parents are gay men or lesbians.

'Prohibited Conduct' (acts that are unlawful):

- **Direct Discrimination -** Less favourable treatment because of a protected characteristic.
- **Discrimination by association or perception -** For example, discriminating against someone because they associate with another person who possesses a protected characteristic.
- **Perception discrimination –** is direct discrimination against an individual because others think

they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

- **Indirect Discrimination -** A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment –** occurs when a person is subject to unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
- **Third-party harassment –** occurs where during the course of their duties an employee is harassed by an individual or individuals who are not under the direct control of the school and the harassment relates to a protected characteristic.
- **Victimisation -** Subjecting a person to a detriment because of their involvement with proceedings (a compliant) brought in connection with this Act.
- **Discrimination arising from disability -** treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**

Schools are allowed to treat disabled pupils more equitably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. E.g. High adult/child ratio to allow a child to participate in a particular activity of a school trip.

3. Mainstreaming equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- **Shared Values**: We recognise and value commonalities across cultural, religious, ethnic, and socio-economic communities.
- **Respect & Understanding**: We promote respect for different faiths and cultures, celebrating diversity and inclusion.
- **Inclusive Provision**:
    - Use adaptive teaching and reasonable adjustments to meet all pupils' needs.
    - Ensure full participation in school life, including residentials (e.g. Arthog for Year 6).
    - Improve accessibility (e.g. Specialist Resource Base facilities; disabled parking).
- **Positive Relationships**: Foster dignity and respect among pupils, staff, governors, and families through a consistent behaviour policy.
- **Curriculum & Rights Awareness**:
    - Embed individual rights and responsible action in the curriculum (e.g. British Values Curriculum).
    - Promote diversity, challenge prejudice, and raise attainment through our RE and other subjects.

- **Monitoring & Improvement**: Track progress by protected characteristics to inform inclusive practice and equality objectives (e.g. RAP, staff appraisals).
- **Inclusive Recruitment**:
    - Encourage diverse applicants and ensure fair recruitment, retention, and promotion practices.
    - Avoid health-related questions unless essential; provide reasonable adjustments for disabled staff.
- **External Support & Partnerships**: Engage advisory services and collaborate with other schools to enhance equality in curriculum planning.
- **Anti-Bullying Measures**:
    - Monitor and address bullying and prejudice-related incidents via CPOMs.
    - Train staff to report and respond effectively.
- **Role Modelling**: Expect staff and governors to model equality, challenge prejudice, and address discrimination.
- **Ongoing Awareness**:
    - Plan events throughout the year to promote equality, equity, and diversity (e.g. SMSC planning, British Values).
    - Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
    - Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
    - Seek to involve all parents in supporting their child's education;
    - Encouraging classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
    - Including teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability, and in compliance with the law.

Employer duties

As an employer we will ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality.

Actions to ensure this commitment is met include**:**

- Monitoring recruitment and retention;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunity for all.

5. Disability

This section should be read in conjunction with the school's Special Educational Needs and/or Disabilities Policy and Accessibility Strategy.

The Equality Act 2010 defined a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled because they experience long-term and substantial adverse effect on their activities.

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;

Under our specific duty we will**:**

- Prepare and publish an Equality, Diversity and Inclusion Plan and Disability Equality Scheme identifying our disability equality goals and actions to meet them;
- Review and revise the Disability Equality Scheme every three years.

6. Consultation and involvement

We will use the following consultation and information gathering exercises to shape our equality plan:

- Feedback from the parent questionnaire, parents' evening, parent-school forum meetings or governors' parent-consultation meeting.
- Input from staff surveys or through staff meetings / INSET.
- Feedback from the school council, PSHEE lessons, whole school surveys on children's attitudes to self and school.
- Issues raised in annual reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support.

- Feedback at Governing Body meetings.

7. Roles and Responsibilities

The role of governors

- The governing body has set out its commitment to equal opportunities in this plan and it will continue to do all it can to ensure that the school promotes equality, diversity and inclusion and rejects unfair discrimination;
- The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities, and also strive to make school communications as inclusive as possible for parents, carers and pupils.

The role of the headteacher

- It is the headteacher's role to implement the school's Equality, Diversity and Inclusion Plan and they are supported by the governing body in doing so.
- It is the headteacher's role to ensure that all staff are aware of the Equality, Diversity and Inclusion Plan, and that teachers apply these guidelines fairly in all situations.
- The headteacher will promote the principle of equality, diversity and inclusion when developing the curriculum.

The role of all staff: teaching and non-teaching

- All staff will ensure that all pupils are treated fairly, equally and with respect;
- All staff will strive to provide material that challenges stereotypical images and promotes positive images of race, gender and disability;
- All staff will challenge any incidents of prejudice or discrimination, and record any serious incidents, drawing them to the attention of the headteacher.
- All staff will undertake training regarding equality, diversity and inclusion at least every three years and be kept up-to-date with any legislative changes.

Responding to and reporting incidents

Pupils, parents and visitors should ensure that any incidents or concerns are reported to a member of staff. That member of staff will report the issue to a member of the Senior Leadership Team (SLT) who will take reasonable steps within a time-appropriate manner to address the issue. All staff, teaching and non-teaching, should report any incidents or concerns to a member of the SLT.

8. Publishing the objectives and demonstrating compliance

In order to meet the statutory requirements to publish information we will publish this policy and our objectives on the school website.

Equality and Equity Targets 2025-26

It should be noted that the Equality and Equity Targets, mirror what is prioritised in the Raising Attainment Plan for the setting.

At our school, we provide an environment in which everyone involved in the school community is valued, has equality of opportunity and is treated equitably. We are ambitious for all our pupils and staff.

Our equality and equity targets are to;

Attendance – To ensure that there are high levels of attendance for all pupil groups with an emphasis on pupils in receipt of the pupil premium grant (PPG) and pupils with SEND and EAL.

Inclusion – To ensure that children with SEMH needs are well supported to access the full curriculum through the use of individualised provision, 1:1 support, phased transitions.

- **To integrate our Specialist Resource Base pupils more within our mainstream setting through use of hall space and outdoor facilities; including the children in whole school projects; celebrating their achievements with the whole school; teaching Makaton 'Sign of the Week' to all pupils so they can communicate with the children.**

Appendix: Definitions

Equality – Equality of opportunity.

Equity – The quality of being fair and impartial 'equity of treatment'. This means treating people fairly and according to their needs as some people may need to be treated differently in order to achieve an equal outcome.

Inclusive - Making sure everyone can participate, whatever their background or circumstances.

Diversity - Recognising that we are all different. Diversity is an outcome of equality and inclusion.

Cohesion - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

Community - From the school's perspective, the team "community" has a number of meanings:

- The school community - the students we serve, their families and the school's staff.

- The community within which the school is located- in its geographical community, and the people who live and/or work in that area.
- The community of Britain- all schools by definition are part of it.
- The global community- formed by European and International links

Gender Dysphoria - Gender dysphoria is a recognised condition in which a person feels that there is a mix match between their biological sex and their gender identity.

If you are unsure of any other terms used in this policy, please do ring our school and ask us.