



PRINCE REGENT

STREET TRUST



Barley Fields
Primary School

Barley Fields Primary School

Pupil Equality, Equity, Diversity and Inclusion Policy

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Prepared by:	Prince Regent Street Trust
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Statement of intent

Barley Fields Primary School understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our children. We are committed to supporting and celebrating all children's individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

Our school's demographic state is directly linked to our overall aims for achieving equality. Specifically, we aim to:

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 children 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) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'
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This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Children with Medical Conditions Policy
- Attendance Policy
- School Uniform Policy
- Admissions Policy
- LAC Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

- Complaints Procedures Policy

2. Roles and responsibilities

The Governing Body will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure children and potential children will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for children.
 - How children 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 children 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, considering new legislation and government guidance, and previously reported incidents, in order to improve procedures.
- Ensure that appropriate counselling is made available for children who require immediate interventions, parental assistance and personal counselling.

Staff will:

- Be alert to the possible harassment of children, 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 children, 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.
- Pregnancy or maternity.

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. Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some children identify as a gender different to the sex they were assigned at birth, and we will support children through their transitioning phases.

Staff will ensure that children of one sex are not singled out for different or less favourable treatment from that given to children of other sexes.

The school will only separate children by sex where there is reasonable justification for doing so, or if one of the following applies:

- Children will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by children of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Children' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

5. Race and ethnicity

Staff will ensure that children of all races and ethnicities are not singled out for different and less favourable treatment from that given to other children and the school will regularly review its practices to ensure that they are fair.

Staff will ensure children with EAL are treated equally and fairly, while ensuring they are supported at all times.

The school will not segregate children on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

The school may, however, take positive action, e.g. organising open days for children and families of a specific race that is under-represented, to address the particular challenges affecting children of one racial or ethnic group, where this can be shown to be a proportionate way of dealing with such issues.

6. Disability

Staff will ensure that children with disabilities are not singled out or treated less favourably than other children simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

The school will avoid implementing rules that could have an adverse effect on children with disabilities (e.g. by making physical fitness a basis for admission, or asking all children to deliver a presentation, as this could be unfair towards children with anxiety), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against children with disabilities because of something which is a consequence of their disability (for example, by not allowing a pupil on crutches outside at break time because it would take too long for them to get in and out), unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The school will make any reasonable adjustments, and provide any auxiliary aids, necessary to ensure the full inclusion of children with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

The school will meet its duty to undertake accessibility planning for children with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy containing further information addressing equal opportunities for children with SEND.

7. Religion and belief

Staff will ensure that children are not singled out or treated less favourably because of their religion or belief.

The school will ensure that children are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave children will be granted in relation to religious observance.

8. Sexual orientation

Staff will ensure that the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other children.

The school will ensure that children are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English and Welsh law – teachers will not offer personal opinions when discussing marriage in RSHE. The school will educate children on positive relationships, families and gender identities within the LGBTQ+ community. RSHE lessons will be taught in accordance with the school's policy.

Staff will ensure that any religious beliefs with regards to sexual orientation are taught to children in an educational context, in a manner that is not prejudicial or discriminatory.

9. Looked-after children (LAC)

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 children 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.

10. The curriculum

Children 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.

To ensure equality, diversity and acceptance are taught and promoted throughout each subject area, the school will:

- **Embed Equality and Diversity Across the Curriculum**

All subjects are planned and delivered with consideration of equality and diversity. Teaching materials, examples, and activities reflect a range of cultures, ethnicities, abilities, faiths, family types, and experiences.

Stereotypes are challenged and children are encouraged to develop critical awareness of bias and prejudice. The contributions of people from different backgrounds to British and global history, science, the arts, and society are highlighted and celebrated.

- **Discussion of Stereotypes and Bias**

Teachers provide opportunities for children to discuss and reflect on stereotypes, bias, and discrimination in an age-appropriate and sensitive manner. Through classroom discussion, stories, and circle time, children learn to recognise unfairness, respect difference, and value diversity. Staff address misconceptions promptly and use them as learning opportunities to promote understanding and empathy.

- **Celebrating Cultures and Difference**

Cultural diversity is celebrated throughout the year through assemblies, curriculum links, and enrichment activities. The school recognises and values festivals, traditions, and languages from a range of cultures represented within the school community and beyond. British Values—mutual respect, tolerance, democracy, the rule of law, and individual liberty—are actively promoted through teaching and whole-school activities.

- **Inclusive Curriculum Design**

The curriculum is designed to be accessible to all children, regardless of background, ability, or additional needs. Teaching and learning are differentiated to ensure that every pupil can participate fully and achieve their potential. The school avoids assumptions about children's experiences or circumstances and ensures that all learners are valued equally.

- **Representation in Resources**

Learning materials, displays, and resources are reviewed regularly to ensure they are inclusive, up to date, and free from bias or stereotyping. The school seeks to use materials that positively reflect the diversity of the local community, the UK, and the wider world. Any materials that may reinforce prejudice or discrimination are replaced or contextualised through discussion.

The school will respect the right of parents to withdraw their child from sex education.

11. Promoting inclusion

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

- Ensuring that children 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 Body and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in children an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose children 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 children, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- 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.

12. Children that have left school

The school's responsibility to not discriminate, harass or victimise will not end when a pupil has left school. It will continue to apply with regard to subsequent actions related to our previous relationship with the pupil, such as the provision of references.

13. The Public Sector Equality Duty

The school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding children who have any of the protected characteristics outlined in the [Protected characteristics section](#) of this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.

There are some protected characteristics where statistical data is less likely to be readily available, and children will not be pressured into providing information related to any characteristic which they may identify with.

14. 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.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.

15. Staff training

New staff will receive relevant training on the provisions of this policy during their induction.

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support children with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards children with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and children about any issues related to a protected characteristic.

16. Monitoring and review

This policy will be reviewed by the Headteacher and Governing Body **annually** and updated where appropriate – any amendments will be duly communicated to staff.