



Kennet Valley CofE VA School

The Kingdom of Heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches" Matthew 13: 31-32

Equality, Diversity and Inclusion Policy

This is a statutory policy. It is intended for all staff, pupils, parents/carers, and governors of Kennet Valley CofE VA Primary School. The policy is published on the school website and is available in the staff handbook. Copies are available on request from the school office.

Policy agreed (date):	April 2026
Policy published (including on website) (date):	April 2026
Next review (date):	April 2029

Policy Approval and Ownership

This policy is approved by the Governing Body
Policy Owner: Katie Mallinson, Head Teacher

Policy Statement and Rationale

Policy Statement

Kennet Valley CofE VA Primary School is committed to promoting equality, diversity, and inclusion throughout all aspects of school life. We believe every member of our school community—pupils, staff, parents, governors, volunteers, visitors, and contractors—has the right to learn, work, and participate in an environment free from discrimination, harassment, and victimisation. Our policy is guided by the Equality Act 2010, the Public Sector Equality Duty (PSED), and other statutory obligations. We strive to eliminate discrimination, advance equality of opportunity, and foster good relations between all groups, including those with protected characteristics. We are dedicated to creating a welcoming, respectful, and supportive school culture where everyone feels valued and able to achieve their full potential.

Rationale and Theological Foundation (CofE VA Context)

The rationale for this policy is rooted in statutory requirements, educational best practice, and our distinctive Christian ethos. As a Church of England Voluntary Aided school, we draw inspiration from Matthew 13:31-32 (Parable of the Mustard Seed), which teaches that even the smallest seed can grow into something mighty, offering shelter and support to all. This theological foundation underpins our commitment to inclusion and growth, regardless of school size or circumstance. Our core values—Compassion, Curiosity, and Courage—guide our approach to equality, diversity, and inclusion. We believe that by showing compassion, fostering curiosity, and acting with courage, we can create a school community where every individual is respected and empowered. Our "Small but Mighty" strap line reflects our determination to make a significant impact on the lives of all pupils and stakeholders, regardless of our size.

Aims and Objectives

Policy Aims

The overarching aims of this policy are to:

- Eliminate unlawful discrimination, harassment, and victimisation within our school community.
- Advance equality of opportunity for all, particularly for those with protected characteristics.
- Foster good relations between all groups, promoting mutual respect, understanding, and inclusion.
- Embed equality, diversity, and inclusion into the ethos, curriculum, and daily practice of the school.
- Ensure compliance with all relevant statutory requirements and guidance.

Equality Objectives

In accordance with the Equality Act 2010 and the Public Sector Equality Duty, Kennet Valley CofE VA Primary School sets measurable equality objectives to drive progress and accountability. These objectives

are published on our school website and reviewed at least every four years. Our current equality objective is:

- To narrow attainment gaps for pupils with SEND and those from disadvantaged backgrounds, ensuring all pupils have access to high-quality teaching and support.

Additional objectives may be set in response to data analysis, stakeholder consultation, and evolving school priorities. The review process includes evaluating progress, updating objectives, and engaging with pupils, staff, parents, and governors.

Core Values Integration

Compassion, Curiosity, and Courage are woven into every aspect of our equality, diversity, and inclusion practice. Compassion guides our interactions, ensuring empathy and understanding for all. Curiosity encourages us to seek out diverse perspectives, challenge assumptions, and learn from others. Courage empowers us to stand up for what is right, address inequalities, and advocate for positive change. These values are reflected in our curriculum, relationships, policies, and decision-making processes.

Scope and Applicability

Who the Policy Applies To

This policy applies to all members of the school community, including:

- Pupils: All pupils, regardless of age, background, or ability.
- Staff: Teaching and support staff, including temporary and supply staff.
- Governors: Members of the governing body and trustees.
- Volunteers: Individuals supporting school activities.
- Visitors: Anyone visiting the school premises.
- Contractors: External providers delivering services or activities.

Everyone is expected to uphold the principles of equality, diversity, and inclusion, ensuring a safe and welcoming environment for all.

Protected Characteristics

The Equality Act 2010 identifies the following protected characteristics, which are central to our policy:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We recognise that individuals may experience multiple forms of disadvantage (intersectionality) and strive to address all barriers to inclusion.

Legal and Regulatory Framework

Key Legislation

Our policy is informed by the following legislation:

- Equality Act 2010: The primary law governing equality, diversity, and inclusion in schools.
- SEND Code of Practice (2015): Statutory guidance on supporting children and young people with special educational needs and disabilities.
- Education Act 2002: Requires schools to promote the welfare of pupils and safeguard their rights.
- Keeping Children Safe in Education (KCSIE): Statutory safeguarding guidance with EDI implications.

These laws require schools to eliminate discrimination, make reasonable adjustments for disabled pupils, promote equality, and safeguard all members of the school community.

Statutory Guidance and Inspection Requirements

We follow guidance from:

- Department for Education (DfE): "Equality Act 2010: advice for schools", "Promoting fundamental British values as part of SMSC in schools".
- Ofsted: Education Inspection Framework (EIF), Ofsted Toolkit 2025, "Inspecting the curriculum" guidance.
- Equality and Human Rights Commission (EHRC): Statutory guidance and model policies.
- Church of England: "Valuing All God's Children", "Courageous Advocacy".

Ofsted inspections assess how well leaders promote equality, diversity, and inclusion, the accessibility of the curriculum, and the impact of EDI initiatives.

Public Sector Equality Duty (PSED)

Under the PSED, schools must:

- Have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations.
- Publish information demonstrating compliance with the Equality Duty.
- Set and publish at least one equality objective, reviewed at least every four years.
- Make reasonable adjustments for disabled pupils.
- Ensure policies are accessible and regularly reviewed.

Roles and Responsibilities**Governing Body**

The governing body hold strategic oversight and accountability for equality, diversity, and inclusion. They ensure the policy is implemented, monitored, and reviewed, and that the school complies with statutory requirements. Governors participate in training, review data, and engage with stakeholders to inform decision-making.

Senior Leadership Team

The Senior Leadership Team (SLT), led by the Headteacher, is responsible for operational implementation. This includes:

- Embedding EDI in school ethos, curriculum, and practice.
- Monitoring progress and reporting outcomes to governors.
- Ensuring staff receive appropriate training and support.
- Responding to incidents of discrimination or harassment.
- Leading consultation with pupils, staff, parents, and community.

Staff

All staff are expected to:

- Promote equality, diversity, and inclusion in their daily practice.
- Challenge discriminatory behaviour and language.
- Participate in ongoing professional development, including training on unconscious bias and inclusive pedagogy.
- Support pupils in understanding and upholding EDI principles.
- Report incidents and concerns promptly using CPOMs.

Staff are role models for pupils and play a vital role in creating an inclusive culture.

Pupils

Pupils have the right to learn in a safe, respectful, and inclusive environment. They are encouraged to:

- Treat others with respect and kindness.
- Celebrate diversity and challenge prejudice.
- Participate in shaping and reviewing EDI policy and practice.
- Report any concerns or incidents to staff.

Pupil voice is central to our approach, and pupils are actively involved in policy development, curriculum planning, and school activities.

Parents/Carers and Community

Parents, carers, and the wider community are valued partners in promoting EDI. We:

- Engage parents/carers in policy consultation and review.
- Provide accessible information and support.
- Encourage participation in school activities and events.
- Work collaboratively with local organisations to enhance inclusion.

Feedback from parents and community members informs our ongoing improvement.

Implementation Strategies**Whole-School Approach**

Equality, diversity, and inclusion are embedded in every aspect of school life. Our whole-school approach includes:

- Integrating EDI into the school's vision, values, and ethos.
- Ensuring all policies and practices reflect EDI principles.
- Creating a culture of respect, belonging, and empowerment.
- Regularly reviewing and updating EDI initiatives based on evidence and feedback.

This approach is supported by leadership, staff, pupils, and the wider community.

Curriculum and Extra-Curricular Integration

EDI is promoted through:

- Curriculum planning: Ensuring content is diverse, representative, and accessible to all.
- Teaching: Using inclusive pedagogy, differentiated instruction, and culturally responsive materials.
- Extra-curricular activities: Providing opportunities for all pupils to participate and celebrate diversity.
- Collective Worship and events: Highlighting themes of equality, inclusion, and respect.

Ofsted's focus on diversity and representation guides our curriculum development, ensuring all pupils see themselves reflected and valued.

Staff Training and CPD

We invest in ongoing professional development for all staff, including:

- Training on equality, diversity, and inclusion.
- Unconscious bias awareness.
- Inclusive teaching strategies.
- SEND inclusion and reasonable adjustments.
- Safeguarding and EDI implications.

Training is delivered through workshops, online modules, and external providers. Staff are encouraged to reflect on their practice and share learning with colleagues.

Pupil Voice and Participation

Pupil voice is central to our EDI strategy. We:

- Involve pupils in policy development and review through councils, focus groups, and surveys.
- Encourage pupils to lead initiatives, assemblies, and events promoting inclusion.
- Provide opportunities for pupils to share their experiences and ideas.
- Respond to pupil feedback and adapt practice accordingly.

Pupil participation ensures our policy reflects lived experience and meets the needs of all learners.

Partnerships and Community Engagement

We work in partnership with:

- Parents and carers: Involving them in consultation, communication, and support.
- Local authority: Accessing guidance, resources, and support services.
- Community organisations: Collaborating on projects and events.
- Other schools: Sharing best practice and learning.

Community engagement strengthens our EDI practice and broadens opportunities for pupils.

Procedures and Processes

Reporting and Responding to Incidents

We have clear procedures for reporting, recording, and responding to incidents of discrimination, harassment, or victimisation:

- Pupils, staff, parents, and visitors can report incidents to any member of staff. For incidents involving children, this is then logged on CPOMs.
- All reports are taken seriously, investigated promptly, and recorded securely.
- Support is provided to those affected, and appropriate action is taken in line with school policies and statutory guidance.
- Outcomes are monitored and reviewed to ensure effectiveness and learning.

We encourage a culture of openness, where concerns are addressed respectfully and constructively.

Reasonable Adjustments and SEND

We are committed to making reasonable adjustments for disabled pupils, ensuring equal access to learning and participation. Our processes include:

- Identifying needs through assessment, consultation, and collaboration with pupils, parents, and specialists.
- Implementing adjustments to teaching, resources, environment, and activities.
- Reviewing effectiveness and adapting support as needed.
- Following the SEND Code of Practice (2015) and using resources from NASEN and SEND Gateway.

All staff are trained to recognise and respond to SEND needs, promoting inclusion and achievement for all.

Accessibility and Communication

We ensure our policy and related information are accessible to all stakeholders:

- Providing documents in accessible formats (large print, translations).
- Offering a child-friendly version of the equalities statement (see Appendix).
- Using clear, inclusive language in communication.
- Making information available on the school website and through newsletters, meetings, and events.

We welcome feedback on accessibility and strive to meet the needs of all members of our community.

Monitoring, Evaluation, and Review

Data Collection and Analysis

We use data to identify gaps, monitor progress, and inform action:

- Collecting and analysing data on attainment, participation, behaviour, and incidents by protected characteristic.
- Using data to set and review equality objectives.
- Sharing findings with staff, governors, and stakeholders.

Data-driven action ensures our policy is responsive and effective.

Impact Evaluation

We evaluate the effectiveness and impact of EDI initiatives using:

- Surveys and feedback from pupils, staff, parents, and governors.
- Monitoring of incidents and outcomes.
- Review of curriculum content and representation.
- Ofsted Toolkit 2025 guidance, focusing on evidence of impact and lived experience.

Evaluation informs ongoing improvement and accountability.

Stakeholder Consultation

Regular consultation with stakeholders is integral to our policy review process:

- Engaging pupils through school council and surveys.
- Consulting staff through meetings, training, and feedback.
- Involving parents and governors in review and decision-making.
- Adapting policy and practice based on consultation outcomes.

Stakeholder involvement ensures our policy meets the needs of the whole community.

Policy Review Process

The policy is reviewed every three years, or sooner if required by legislative changes or school priorities. The review process includes:

- Gathering evidence and feedback from stakeholders.
- Analysing data and evaluating impact.
- Updating objectives and action plans.
- Approving changes through the governing body.

The updated policy is published and communicated to all stakeholders.

Supporting Guidance and Best Practice

Evidence-Based Practice

Our policy is informed by sector-standard frameworks and best practice, including:

- EHRC model policies and statutory guidance.
- Church of England guidance: "Valuing All God's Children", "Courageous Advocacy".
- NASEN resources for SEND inclusion.
- DfE and Ofsted guidance on equality, diversity, and inclusion.

We regularly review and adapt our practice based on new research, guidance, and developments.

Intersectionality and Wellbeing

We recognise the importance of intersectionality—addressing multiple forms of disadvantage—and mental health as part of EDI. Our approach includes:

- Identifying and supporting pupils and staff who may face intersecting barriers.
- Promoting mental health and wellbeing through curriculum, support services, and partnerships.
- Ensuring all policies and practices are inclusive and responsive to diverse needs.

We work with external agencies and specialists to enhance support and provision.

Confidentiality, Data Protection, and Safeguarding

Confidentiality and Data Protection

Personal data relating to EDI is handled in accordance with the General Data Protection Regulation (GDPR) and school data protection policies. We:

- Collect, store, and process data securely.
- Limit access to authorised staff only.
- Use data for monitoring, reporting, and improvement purposes.
- Respect confidentiality and privacy at all times.

Data protection training is provided to all staff.

Safeguarding

EDI is integral to safeguarding. We:

- Follow Keeping Children Safe in Education (KCSIE) guidance.
- Ensure all staff understand safeguarding implications for EDI.
- Address discriminatory behaviour, bullying, and victimisation as safeguarding concerns.
- Provide support and intervention for pupils at risk.

Safeguarding is prioritised in all aspects of school life.

Policy Accessibility and Publication

Policy Publication

The Equality, Diversity & Inclusion Policy and equality objectives are published on the school website and available to all stakeholders. We:

- Update information regularly.
- Communicate changes through newsletters, meetings, and events.
- Provide printed copies on request.

Publication ensures transparency and accountability.

Accessible Formats

We offer the policy and related information in accessible formats, including:

- Large print and translated versions.
- Child-friendly equalities statement (see Appendix).

We welcome requests for additional formats and strive to meet individual needs.

Appendices

Equalities Statement

Kennet Valley CofE VA Primary School is committed to promoting equality, diversity, and inclusion for all members of our community. We uphold the principles of the Equality Act 2010, the Public Sector Equality Duty, and all relevant statutory guidance. Our policy aims to eliminate discrimination, advance equality of opportunity, and foster good relations between all groups. We celebrate diversity, respect individual differences, and strive to create an inclusive environment where everyone can thrive.

Child-Friendly Equalities Statement

At Kennet Valley CofE VA Primary School, everyone is welcome and respected. We believe that being different makes us special. We work together to make sure everyone feels safe, happy, and included. We stand up for each other, celebrate our differences, and help everyone to learn and grow.

Equality Objectives Action Plan

Equality Objective: To narrow attainment gaps for pupils with SEND and those from disadvantaged backgrounds.

Actions:

- Identify pupils requiring support through data analysis.
- Provide targeted interventions and resources.
- Monitor progress and adapt strategies as needed.
- Engage parents/carers in support and review.
- Evaluate impact annually and update action plan.

Core Values Reference

Compassion, Curiosity, and Courage are integrated throughout our policy and practice. Compassion shapes our relationships, ensuring empathy and support for all. Curiosity drives our learning, encouraging exploration of diverse perspectives. Courage empowers us to challenge inequality and advocate for inclusion. These values are reflected in our curriculum, assemblies, staff training, pupil participation, and community engagement.

Biblical Underpinning (CofE VA Context)

Matthew 13:31-32 (Parable of the Mustard Seed) teaches that even the smallest seed can grow into something mighty, offering shelter and support to all. This story inspires our commitment to inclusion, reminding us that every individual has the potential to flourish and contribute to our school community. Our "Small but Mighty" ethos reflects this belief, guiding our approach to equality, diversity, and inclusion.

References

- Equality Act 2010
- SEND Code of Practice (2015)
- Education Act 2002
- Keeping Children Safe in Education (KCSIE)
- Department for Education (DfE) "Equality Act 2010: advice for schools"
- DfE "Promoting fundamental British values as part of SMSC in schools"
- Ofsted Education Inspection Framework (EIF)
- Ofsted Toolkit 2025
- Ofsted "Inspecting the curriculum" guidance
- Equality and Human Rights Commission (EHRC) statutory guidance
- Church of England "Valuing All God's Children" (2023 edition)
- Church of England "Courageous Advocacy"
- NASEN resources