



## **Rawdah Montessori Primary School Equality and Diversity Policy**

**Version:** 1.0

**Reviewed:** October 2025

**Next Review Due:** October 2026

### **1. Policy Statement**

Rawdah Montessori Primary School is committed to creating a learning community where everyone feels valued, respected, and supported to achieve their full potential. We celebrate the rich diversity of our pupils, staff, and families, and we are dedicated to eliminating discrimination, advancing equality of opportunity, and fostering good relations between all people.

As a faith-based school, our Islamic values of justice, compassion, and respect for all human beings underpin our commitment to equality. We believe that every person is created with dignity and deserves to be treated fairly, regardless of their background or circumstances .

This policy sets out how we will meet our statutory duties under the Equality Act 2010 and promote a culture of inclusion across all areas of school life.

## **2. Legal Framework**

This policy is guided by the following legislation and guidance:

Legislation / Guidance	Relevance
<b>Equality Act 2010</b>	Provides the legal framework to protect individuals from unfair treatment and promotes a fair and more equal society. It covers nine protected characteristics .
<b>Public Sector Equality Duty (PSED)</b>	Requires schools to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations .
<b>Keeping Children Safe in Education (KCSIE 2025)</b>	Sets out safeguarding duties, including the requirement to tackle discriminatory bullying and support vulnerable pupils .
<b>Data Protection Act 2018 / UK GDPR</b>	Governs the processing of personal data, including sensitive information about protected characteristics .
<b>Equality Act 2010 (Specific Duties) Regulations 2011</b>	Requires schools to publish information to demonstrate compliance with the Equality Duty and to prepare and publish equality objectives.
<b>Children and Families Act 2014</b>	Supports children with special educational needs and disabilities (SEND).

### **3. Scope**

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

- Pupils
- Teaching and support staff
- Volunteers and governors
- Parents and carers
- Contractors and visitors

It covers all aspects of school life, including:

- Admissions and access to education
- Curriculum and teaching
- Behaviour and relationships
- Employment and professional development
- Engagement with parents and the wider community

## 4. Key Principles

Principle	Our Commitment
<b>Dignity and Respect</b>	Every individual will be treated with dignity and respect, in line with our Islamic ethos.
<b>Inclusion</b>	We will actively work to remove barriers to learning and participation for all pupils.
<b>Fair Access</b>	All pupils will have equal access to the curriculum, activities, and facilities.
<b>Proactive Duty</b>	We will go beyond simply avoiding discrimination and will actively promote equality.
<b>Partnership</b>	We will work with parents, carers, and the community to foster understanding and inclusion.

## 5. Protected Characteristics

Under the Equality Act 2010, it is unlawful to discriminate against a person on the basis of any of the following **protected characteristics** :

- Age

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

**Note on Gender Reassignment:** A pupil or staff member does not need to have undergone any medical treatment to be protected. A person can be at any stage in the transition process, from proposing to reassign gender to having completed it .

## 6. Forms of Discrimination

The Equality Act 2010 defines four main types of unlawful behaviour:

Type	Definition
<b>Direct Discrimination</b>	Treating someone less favourably because of a protected characteristic.
<b>Indirect Discrimination</b>	Applying a provision, criterion, or practice that disadvantages people with a protected characteristic (unless it can be justified as a 'proportionate means of achieving a legitimate aim') .

Type	Definition
<b>Harassment</b>	Unwanted conduct related to a protected characteristic that violates dignity or creates an intimidating, hostile, degrading, or offensive environment.
<b>Victimisation</b>	Treating someone unfavourably because they have made a complaint or supported someone else's complaint under the Equality Act.

## 7. The Public Sector Equality Duty

As a school, we must comply with the Public Sector Equality Duty (PSED). This means we must have **due regard** to the need to :

1. **Eliminate unlawful discrimination, harassment, and victimisation.**
2. **Advance equality of opportunity** between people who share a protected characteristic and those who do not.
3. **Foster good relations** between people who share a protected characteristic and those who do not.

To demonstrate compliance, we will:

- Publish equality information annually (see Section 15).
- Set and publish at least one equality objective every four years.

## 8. Roles and Responsibilities

Role	Responsibilities
<b>Governing Body</b>	Ensure the school complies with equality legislation; monitor the implementation and impact of this policy; approve equality objectives.
<b>Headteacher</b>	Oversee the day-to-day implementation of the policy; ensure staff are trained; report to governors on equality matters.
<b>Equality Lead (Designated Person)</b>	[Name] – Champion equality across the school; monitor incidents; advise staff; coordinate the equality action plan.
<b>Designated Safeguarding Lead (DSL)</b>	Ensure safeguarding practice is inclusive and addresses discriminatory bullying.
<b>All Staff</b>	Model inclusive behaviour; challenge discrimination; report concerns; differentiate teaching to meet diverse needs.
<b>Pupils</b>	Treat others with respect; report any incidents of bullying or discrimination.
<b>Parents/Carers</b>	Support the school's commitment to equality; communicate any concerns.

## **9. Equality in Practice**

### **9.1 Admissions**

- Our admissions policy is fair, transparent, and does not unlawfully discriminate.
- We welcome applications from all families who support our faith ethos, regardless of background.

### **9.2 Curriculum and Teaching**

- We promote diversity and inclusion across the curriculum, including through resources that reflect a range of cultures, families, and identities.
- Teaching is differentiated to meet the needs of all learners, including those with SEND.
- We challenge stereotypes and prejudice in all forms.

### **9.3 Behaviour and Relationships**

- Discriminatory language, bullying, or harassment will not be tolerated and will be addressed in line with the **Behaviour Policy**.
- We promote positive relationships and peer support.

### **9.4 Reasonable Adjustments for Disabled Pupils**

- We will make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled pupils .
- This includes adjustments to premises, policies, and practices, and the provision of auxiliary aids and services.

## **9.5 Staffing and Employment**

- We are committed to equality in recruitment, promotion, and professional development.
- We will make reasonable adjustments to support disabled staff.

## **9.6 Accessibility**

- We will maintain an **Accessibility Plan** to improve access to the physical environment, the curriculum, and written information for disabled pupils.

## **10. Religion or Belief and Our Faith Ethos**

As a faith-based school, we are permitted under the Equality Act 2010 to have a religious ethos. This means we can:

- Give preference in admissions to pupils from Muslim families (in line with our admissions policy).
- Teach in accordance with Islamic values.
- Require staff to respect and support our faith ethos .

However, this does not permit us to discriminate unlawfully against individuals with other protected characteristics. We welcome families and staff of all faiths and none, provided they respect our ethos.

## **11. Tackling Discrimination and Harassment**

Any pupil or staff member who experiences or witnesses discrimination, harassment, or victimisation should report it immediately to:

- Their class teacher or line manager; or
- The Headteacher; or
- The Designated Safeguarding Lead (if the concern involves a child).

All reports will be:

- Taken seriously.
- Investigated promptly and fairly.
- Addressed with appropriate action, which may include disciplinary measures, restorative approaches, or support for those affected.

## **12. Complaints**

If a parent, pupil, or staff member believes that the school has not complied with the Equality Act, they should first follow the school's **Complaints Procedure**.

If they remain dissatisfied after completing the school's process, they may:

- Seek advice from the **Equality Advisory and Support Service**.
- Complain to the Department for Education (which will review whether the school followed its complaints process correctly).

- In serious cases, contact the **Equality and Human Rights Commission (EHRC)** .

## 13. Monitoring and Impact Assessment

We will monitor the impact of our policies and practices on different groups of pupils and staff, including by:

- Analysing attainment and progress data by protected characteristic (where data is available and meaningful).
- Reviewing exclusions, behaviour incidents, and bullying records for any disproportionality.
- Seeking feedback from pupils, parents, and staff through surveys and forums.

Where we identify disparities or potential disadvantage, we will take action to address this.

## 14. Equality Objectives

In line with the Public Sector Equality Duty, the school will publish at least one **equality objective** every four years. Our objectives will be:

- Specific and measurable.
- Focused on outcomes that improve equality.
- Reviewed annually.

**Current Equality Objectives (2025–2029):**

1. [Objective 1 – to be developed and inserted following consultation]
2. [Objective 2 – to be developed and inserted following consultation]

*Progress against these objectives will be reported to the Governing Body annually.*

## **15. Publishing Equality Information**

We will publish the following information on our website annually:

- This Equality and Diversity Policy.
- Our equality objectives.
- Data relating to pupils and staff with protected characteristics (where appropriate and anonymised).

## **16. Training and Development**

- All staff will receive training on equality and diversity as part of their induction and through regular CPD.
- Training will cover the legal framework, unconscious bias, and practical strategies for inclusive practice.
- Governors will receive training on their equality duties.

## **17. Related Policies**

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy
- Admissions Policy
- Staff Code of Conduct
- Complaints Procedure
- Accessibility Plan

## **18. Monitoring and Review**

This policy will be reviewed **annually** by the Headteacher and Governing Body, or sooner following a significant incident or change in legislation. The review will consider:

- Progress against equality objectives.
- Feedback from staff, pupils, and parents.
- Changes in statutory guidance.
- Relevant case law or regulatory updates.

## **Review of Policy Dates**

### **Review of Policy Dates**

REVIEW DATE	REVIEWED BY	SIGNED OFF (Name & Role)
<b>Oct 2025</b>	Governing Body	<b>Chair:</b> Sohaib Tanvir
<b>Next Review Due:</b>		
<b>Oct 2026</b>	Governing Body	<b>Chair:</b>
	Headteacher	<b>Headteacher:</b>