

# Temple Meadow Primary School



## Equality Statement

**Safeguarding Policy Statement**

*This policy is part of the wider umbrella of Keeping Children Safe in Education - and Temple Meadow's Safeguarding and Child Protection Policy.*

**Policy Ownership: Headteacher**

To SLT:	March 2026
To Staff:	March 2026
To Governors:	March 2026
Document Live date:	March 2026
Next Review Date:	March 2027

Temple Meadow Primary School is proud to serve a diverse community and is committed to being an inclusive, safe, caring and stimulating place to learn. As a mainstream primary school, we ensure that all children, whatever their background, identity or need, are fully valued, supported, and able to achieve their full potential.

This belief is reflected within our whole school values:



We believe deeply that diversity strengthens our school. We promote equality of opportunity, celebrate difference, and actively challenge discrimination in all its forms. This Equality Statement sets out how we uphold our duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED).

As a school, we welcome and uphold our responsibilities under the Equality Act 2010, including our duty to:

1. Eliminate discrimination
2. Advance equality of opportunity
3. Foster good relations between people

We recognise the following **protected characteristics**:

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

We also recognise our duties align with the UN Convention on the Rights of the Child and the Human Rights Act 1998.

To meet statutory requirements, we will:

- Publish Equality Information annually
- Prepare and publish Equality Objectives every four years
- Consult stakeholders on these objectives

We teach our children to be:

- Respectful and understanding of others
- Celebratory of diversity
- Aware of discriminatory behaviour and how to challenge it
- Confident, ambitious and keen to achieve their full potential
- Inclusive in attitudes and actions.

Our Positive Interactions (behaviour policy) and Anti-Bullying policies support this through clear expectations, appropriate rewards and sanctions, and consistent recording and monitoring of incidents.

**Staff will not:**

- Discriminate against any pupil, parent, colleague or visitor
- Treat members of our community unfairly

**Staff will:**

- Promote equality, diversity and inclusion in all aspects of school life
- Model inclusive and respectful behaviour
- Challenge discriminatory language or behaviour
- Engage in ongoing training through appraisal and safeguarding updates

Temple Meadow uses a full suite of HR, safeguarding and conduct policies to ensure fairness, transparency and dignity for all staff.

We aim for our workforce and governing body to reflect the diversity of our community. To achieve this, we:

- Use inclusive, values-led advertisement language
- Follow fair, rigorous and transparent recruitment procedures
- Welcome candidates who align with our ethos of equity and inclusion.

Temple Meadow is a values-led organisation that puts relationships, wellbeing and holistic care at the centre of our practice.

We promote inclusion through:

- Vision & Values days
- Pupil, parent and staff voice
- Tackling unconscious bias in curriculum and decision-making
- Structured Learning Environments within mainstream classes to meet diverse needs
- HR processes ensuring fairness and support
- Access to Occupational Health and counselling services
- A proactive approach to staff wellbeing, rewards and culture.

We are committed to delivering:

- A balanced, diverse and representative curriculum
- Opportunities to learn about and celebrate different cultures, identities and histories
- Lessons that challenge stereotypes, bias and discrimination
- Safe, structured engagement with challenging or controversial topics
- A curriculum that prepares pupils for life in modern Britain.

We mark key awareness events, invite guest speakers, and embed representation across subjects.

We collect and analyse data related to protected characteristics across:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice-related incidents
- Complaints and compliments
- Curriculum access and outcomes.

This informs our Equality Objectives and shapes our strategic planning.

Temple Meadow is opposed to all forms of prejudice. Prejudice-related incidents include racist, homophobic, biphobic, transphobic, sexist, ableist or any derogatory language or behaviour targeting protected characteristics.

We recognise that prejudice-based bullying is a form of child-on-child abuse and a safeguarding concern.

We adopt:

- A contextual safeguarding approach
- A trauma-informed ethos
- A strengths-based perspective on behaviour

When incidents occur, we:

1. Investigate thoroughly
2. Record on My Concern
3. Provide support for affected pupils
4. Take fair, proportionate and educative action
5. Work with families and external professionals when necessary
6. Review our practice after each incident.

All adults are expected to follow our Staff Code of Conduct.

We believe that promoting Equality is the whole school's responsibility. There are however some specific roles, including:

**Governing Body:**

- Ensures legal compliance
- Monitors equality objectives
- Reviews published equality information

**Headteacher:**

- Promotes equality across the school
- Ensures staff training
- Oversees recording and responding to prejudice-related incidents

**Senior Leaders:**

- Ensure fair access to services
- Support staff to uphold equality commitments

**Teaching Staff:**

- Deliver an inclusive curriculum
- Support an equitable experience for all pupils
- Record and report incidents

**Non-Teaching Staff:**

- Uphold school values and equality expectations
- Support colleagues and pupils

**Parents/Carers/ Families:**

- Work collaboratively with the school
- Support positive relationships and communication

**Children:**

- Treat others with respect
- Report concerns
- Help create an inclusive school

**Local Community:**

- Support the school's values and commitment to equality

At Temple Meadow, children are regularly reminded of who their trusted adults, through work on their Network Hands, and how they can share any concerns, however awful or small. We ensure pupils understand clearly what is meant by the terms *victim*, *perpetrator* and *bystander*, helping them to recognise when to seek help. Pupils are encouraged to report any worries, whether they are directly affected or have witnessed an incident, to any member of staff, including teachers, teaching assistants, lunchtime supervisors, office staff or the Headteacher. Staff will listen carefully, make initial notes, and explain the next steps to reassure children that support will be provided. Concerns are formally recorded on My Concern, and relevant staff, including the Designated Safeguarding Lead when necessary, are alerted. Even where an incident is assessed as relational conflict rather than bullying, staff still intervene supportively to help pupils resolve issues.

Parents and carers are encouraged to share concerns directly with the school so that issues can be addressed promptly, with staff listening carefully, recording details on My Concern, investigating thoroughly and keeping families appropriately informed while respecting GDPR requirements; children involved in incidents, whether bullying or relational conflict, are always supported and guided towards positive resolutions, and where parents remain dissatisfied, they may follow the school's Complaints Policy. All concerns raised by staff about pupil welfare or behaviour are reported immediately and not left until a formal disclosure is made, following the same processes used with parents to ensure timely safeguarding responses.

Equality objectives are reviewed annually and fully reconsidered every three years as part of the School Improvement Plan cycle, with progress monitored through leadership systems. In fulfilling our equality duties, Temple Meadow aims to foster positive relationships, promote community cohesion, reduce inequalities, ensure equitable access to a rich and inclusive curriculum, and remove barriers wherever they arise, recognising that the responsibility for advancing equality belongs to every member of the school community.