

The Richard Pate School



Equality, Diversity, Inclusion, Respect and Anti-Racism Policy 2026-2027

Reviewed September 2026 JMH/PH

1. Policy Statement

At The Richard Pate School, we are committed to fostering a culture in which every member of our community is treated with dignity, kindness and respect, and where every child feels safe, valued, included and able to flourish. We believe that an inclusive school community, where diversity is recognised, celebrated and respected, enriches the educational experience of every pupil and promotes positive relationships, wellbeing and academic success.

This policy sets out the School's commitment to promoting equality, diversity, inclusion, anti-racism and mutual respect, and to eliminating unlawful discrimination, harassment, victimisation and prejudice. It reflects the School's values and supports our commitment to providing a safe, welcoming and inclusive environment for all members of the School community.

The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These values are embedded throughout the curriculum, pastoral provision and wider life of the School and contribute to pupils' spiritual, moral, social and cultural development.

This policy supports the School's compliance with the Equality Act 2010, the Education (Independent School Standards) Regulations 2014, the Independent School Inspectorate (ISI) Framework, Keeping Children Safe in Education (KCSIE 2026), Working Together to Safeguard Children, the SEND Code of Practice and other relevant statutory guidance.

The School recognises that discrimination, prejudice, harassment, bullying and victimisation may, in some circumstances, constitute safeguarding concerns where they affect a child's welfare. Such incidents will always be considered alongside the School's Safeguarding and Child Protection Policy and responded to appropriately.

The School does not tolerate discrimination, harassment, victimisation, prejudice-related bullying, racism, antisemitism, Islamophobia, homophobia, biphobia, transphobia, misogyny, ableism, religious intolerance or any other conduct which undermines the dignity, safety or inclusion of pupils, staff, parents, visitors or members of the wider School community.

This policy applies to all pupils, staff, trustees, volunteers, contractors, visitors and parents and applies to behaviour on School premises, during educational visits and School activities, online and, where appropriate, outside School where conduct may affect the welfare of pupils or the safety, reputation or values of the School community.

2. Aims

The aims of this policy are to:

- Ensure equality of opportunity and fair, equitable and inclusive treatment for all pupils, staff and members of the School community.
- Promote a culture of belonging in which every individual feels welcomed, respected, listened to and able to participate fully in School life.
- Promote a School culture that celebrates diversity, actively challenges discrimination, prejudice and racism, and encourages kindness, respect and understanding.
- Comply with the Independent School Standards as monitored by ISI, particularly:
 - Part 1 – Quality of Education
 - Part 2 – Spiritual, Moral, Social and Cultural Development
 - Part 3 – Welfare, Health and Safety of Pupils
 - Part 5 – Premises and Accommodation (where relevant to accessibility and dignity)
 - Part 6 – Provision of Information
 - Part 7 – Complaints
 - Part 8 – Quality of Leadership and Management
- Provide clear procedures for identifying, reporting, recording, investigating and responding to racist, discriminatory and prejudice-related incidents.
- Ensure that the curriculum reflects and promotes diversity, equality, inclusion, respect and an age-appropriate understanding of protected characteristics.
- Encourage staff and pupils to recognise, reflect upon and challenge conscious and unconscious bias, stereotypes and discriminatory behaviour.
- Ensure that leaders and trustees can demonstrate the effective implementation, monitoring and impact of this policy in practice.
- Ensure that equality, inclusion and respect are promoted in an age-appropriate, safeguarding-led, politically impartial manner that reflects the School's values and the requirements of statutory guidance.
- Ensure that pupils know how to report concerns, feel confident that they will be listened to and know that all concerns relating to discrimination, prejudice or bullying will be taken seriously and responded to appropriately.
- Promote positive relationships, mutual respect and understanding between people of different backgrounds, cultures, faiths, beliefs and experiences.
- Support pupils in developing the knowledge, confidence and empathy to become respectful, responsible and inclusive members of society.
- Ensure that equality, diversity and inclusion are embedded throughout the School's curriculum, pastoral care, behaviour expectations, recruitment practices, leadership decisions and wider School life.
- Monitor equality, diversity and inclusion through pupil voice, staff feedback, parental engagement and analysis of behaviour, safeguarding and incident data, using this information to inform continual school improvement.

3. Legal and Regulatory Framework

This policy has regard to the following legislation and statutory guidance:

- Equality Act 2010
- Education Act 2002
- Education and Skills Act 2008
- Education (Independent School Standards) Regulations 2014
- Independent School Standards Guidance (Department for Education – current version)
- Independent Schools Inspectorate (ISI) Framework and Commentary (current version)
- Children and Families Act 2014
- SEND Code of Practice: 0–25 years
- Keeping Children Safe in Education (KCSIE) September 2026
- Working Together to Safeguard Children (current version)

- Prevent Duty Guidance: for England and Wales (current version)
- The Prevent Duty: Departmental Advice for Schools and Childminders
- Political Impartiality in Schools: Departmental Guidance
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance (current version)
- Behaviour in Schools: Advice for Headteachers and School Staff (current version)
- Searching, Screening and Confiscation: Advice for Schools (current version)
- Suspension and Permanent Exclusion Guidance (current version)
- The United Nations Convention on the Rights of the Child (UNCRC).

This policy should be read alongside the School's Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, SEND Policy, PSHE/RSHE Policy, Staff Code of Conduct, Attendance Policy and Online Safety Policy.

The School will review this policy annually, or sooner if required, to reflect changes in legislation, statutory guidance, Department for Education requirements, Independent School Standards, Equality and Human Rights Commission guidance or ISI inspection expectations.

4. Key Definitions

Diversity

Diversity refers to the range of visible and non-visible differences between individuals and groups, including race, ethnicity, nationality, culture, religion or belief, disability, sex, sexual orientation, language, family structure, socio-economic background, neurodiversity, lived experiences and other characteristics that contribute to the richness of the School community.

Inclusion

Inclusion means creating an environment in which every individual feels welcomed, respected, represented, valued, listened to and able to participate fully in all aspects of School life, regardless of background or personal circumstances.

Equality

Equality means ensuring that all individuals are treated fairly, with dignity and respect, and are given equitable opportunities to achieve their potential. This includes recognising that some individuals may require additional support or reasonable adjustments in order to achieve equitable outcomes.

Belonging

Belonging is the experience of feeling accepted, valued, safe and connected within the School community. The Richard Pate School is committed to fostering a culture where every pupil and adult feels that they belong and can thrive.

Respect

Respect means valuing the rights, dignity, beliefs, cultures, experiences and views of others and treating everyone with kindness, courtesy and fairness.

Racism

Racism is prejudice, discrimination, harassment, victimisation or antagonistic behaviour directed towards an individual or group because of their race, ethnicity, nationality, colour, culture or perceived racial identity. Racism may be intentional or unintentional and may occur in person, online or through institutional practices.

Protected Characteristics

The characteristics protected under the Equality Act 2010 are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

For pupils, the School's duties under the Equality Act are particularly relevant to admissions, education, access to benefits, facilities and services, exclusions and the treatment of pupils.

Discrimination

Discrimination occurs where an individual is treated less favourably because of a protected characteristic. Discrimination may be direct, indirect, arise from disability or result from a failure to make reasonable adjustments. Harassment and victimisation are also prohibited under the Equality Act 2010.

Harassment

Harassment is unwanted conduct related to a protected characteristic that has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

Victimisation

Victimisation occurs when a person is treated unfairly because they have made, supported or intend to make a complaint or allegation under equality legislation.

Prejudice-Related Incident

A prejudice-related incident is any incident which is perceived by the victim or any other person to be motivated wholly or partly by prejudice, bias or hostility relating to a protected characteristic or perceived protected characteristic.

Such incidents may include verbal abuse, discriminatory language, stereotyping, exclusion, online abuse, graffiti, written comments, gestures, intimidation, damage to property or discriminatory behaviour.

Racist Incident

A racist incident is any incident that is perceived by the victim or any other person to be racist.

Examples may include racist language, name-calling, stereotyping, discriminatory jokes, exclusion, online abuse, racist imagery, symbols, gestures, microaggressions or behaviour that demeans or marginalises an individual because of their race, ethnicity, nationality or culture.

All racist incidents will be recorded, investigated and responded to promptly in accordance with this policy, the Behaviour Policy and, where appropriate, the School's Safeguarding and Child Protection Policy.

Safeguarding Considerations

The School recognises that incidents involving discrimination, prejudice, racism, bullying, harassment or hate-related behaviour may also constitute safeguarding concerns where they impact upon a child's safety, wellbeing or emotional welfare. Such incidents will always be considered within the context of the child's wider needs and vulnerability and, where appropriate, referred to the Designated Safeguarding Lead (DSL) in accordance with the School's Safeguarding and Child Protection Policy.

5. Our Commitments

a. Diversity

The Richard Pate School celebrates the unique backgrounds, identities, experiences and talents of every member of its community. We recognise that diversity enriches learning, broadens understanding and prepares pupils to thrive in modern British society.

We are committed to ensuring that:

- Curriculum materials reflect a broad range of cultures, identities, experiences and perspectives.
- School displays, literature, resources and celebrations represent diverse role models and communities.
- Differences are recognised as strengths which enrich our School community.
- Pupils are encouraged to value diversity, challenge stereotypes and demonstrate curiosity, empathy and respect towards others.
- Staff actively promote an environment in which every pupil feels seen, valued and represented.

Diversity is promoted through a broad, balanced and age-appropriate curriculum that develops pupils' understanding of equality, fairness, inclusion and respect while encouraging critical thinking, compassion and responsible citizenship.

b. Inclusion

The Richard Pate School is committed to creating a culture of belonging in which every pupil feels safe, valued, respected and able to participate fully in all aspects of School life.

We will:

- Make reasonable adjustments for pupils with SEND or disabilities.
- Ensure that children from all backgrounds have equitable access to learning opportunities, enrichment activities and pastoral support.
- Promote pupil voice and meaningful participation in School life.
- Recognise and respond to barriers which may prevent pupils from participating fully in education or wider School activities.

The School will consider barriers to participation in:

- lessons;
- educational visits;
- clubs and enrichment activities;
- leadership opportunities;
- assemblies;
- worship or reflection;
- pastoral support;
- sport;
- performances; and
- wider School life,

and will take reasonable, proportionate and appropriate steps to reduce those barriers wherever possible.

Inclusion is underpinned by high expectations for all pupils whilst recognising that some pupils may require additional support or reasonable adjustments to achieve equitable outcomes.

c. Anti-Racism

The Richard Pate School is committed to being actively anti-racist. We recognise that racism has no place within our School community and are committed to identifying, challenging and addressing racism whenever it occurs.

This includes:

- educating pupils and staff about racism, prejudice, unconscious bias and inequality;
- challenging racist language, behaviour, assumptions and stereotypes immediately;
- recording and investigating all racist incidents;
- responding through appropriate educational, restorative, disciplinary and, where appropriate, safeguarding action;
- promoting understanding through PSHE, History, English, assemblies and the wider curriculum.

(See the Richard Pate School Anti-Racism Policy.)

Anti-racism at Richard Pate School means recognising and challenging racism in language, behaviour, online activity, curriculum content, institutional practice, assumptions, stereotypes and peer relationships.

The School recognises that racist incidents may constitute safeguarding concerns where they impact upon a child's welfare or emotional wellbeing. Such incidents will be considered in

accordance with the School's Safeguarding and Child Protection Policy and referred to the Designated Safeguarding Lead where appropriate.

Teaching about racism, equality and social justice will always be age-appropriate, evidence-informed, balanced and politically impartial. Where political issues arise, pupils will be presented with balanced viewpoints in accordance with statutory guidance on political impartiality and will not be encouraged to adopt partisan political positions.

d. Respect

Respect is a core value of The Richard Pate School and underpins all relationships within the School community.

We model and teach respectful behaviour through:

- the Behaviour Policy and clear expectations for conduct;
- daily interactions between pupils and staff;
- PSHE and RSHE;
- assemblies;
- restorative conversations;
- active listening;
- kindness;
- empathy;
- conflict resolution; and
- positive role modelling by all adults.

Respect includes valuing people with different protected characteristics, cultures, ethnicities, faiths and beliefs, those with no faith, different family structures, disabilities, SEND, neurodiversity and differing lawful views and opinions.

The School promotes respectful disagreement, thoughtful discussion and constructive dialogue whilst maintaining a culture in which discrimination, harassment, bullying and prejudice are not tolerated.

6. Curriculum and Teaching Practice

The Richard Pate School recognises that promoting equality, diversity, inclusion and respect is most effective when embedded throughout the curriculum and wider life of the School rather than being confined to individual lessons.

The curriculum is designed to:

- promote pupils' spiritual, moral, social and cultural development;
- develop respect for diversity and protected characteristics;
- promote fundamental British Values;
- foster kindness, empathy and responsible citizenship;
- prepare pupils for life in modern Britain.

The School ensures that:

- SMSC education is embedded throughout the curriculum.
- Resources reflect a diverse, inclusive and contemporary Britain whilst remaining age-appropriate.

- Teachers plan inclusive lessons which affirm pupils' identities, experiences and aspirations.
- Pupils explore themes including equality, prejudice, fairness, discrimination, diversity, respectful relationships, identity, belonging and inclusion through an age-appropriate curriculum.
- Teaching promotes critical thinking whilst encouraging pupils to respect differing views and experiences.

Curriculum planning supports pupils in developing the knowledge, skills and confidence to recognise discrimination, challenge prejudice respectfully, seek help when needed and contribute positively to an inclusive society.

Teaching is delivered in a manner that is age-appropriate, evidence-informed, developmentally appropriate, safeguarding-led and respectful of pupils' maturity, family backgrounds and protected characteristics.

Staff will ensure that teaching relating to race, religion, belief, sex, gender, identity, disability, family life, equality and protected characteristics is delivered sensitively, lawfully and in accordance with the Department for Education's guidance on political impartiality.

Where topics involve differing viewpoints, teachers will present balanced perspectives, encourage respectful discussion and avoid promoting partisan political opinions.

Curriculum resources are reviewed periodically to ensure they remain accurate, inclusive, representative and free from unnecessary stereotypes, bias or discriminatory assumptions.

The School also promotes equality, diversity and inclusion through assemblies, themed events, School Council, weekly Pupil Voice sessions, pastoral provision, educational visits, visiting speakers and opportunities for pupils to engage with the wider community.

7. Safeguarding and Wellbeing

The Richard Pate School recognises that equality, diversity, inclusion and safeguarding are closely linked. A culture of respect, belonging and inclusion helps to safeguard children by promoting positive relationships, reducing vulnerability and encouraging pupils to speak to a trusted adult if they are worried.

Discrimination, racism, harassment, prejudice-related bullying, child-on-child abuse, sexual harassment, online abuse and other harmful behaviour may constitute safeguarding concerns. All staff must remain vigilant and follow the School's Safeguarding and Child Protection Policy whenever there is reason to believe that a child may be suffering, or is likely to suffer, harm.

The School recognises that children who experience discrimination, exclusion or prejudice may be more vulnerable to poor emotional wellbeing, mental health difficulties, exploitation or abuse. Staff will therefore consider the wider context of any incident and whether additional pastoral support, early help or safeguarding intervention is required.

The School will consider whether incidents are linked to wider safeguarding risks, including:

- bullying or cyberbullying;
- child-on-child abuse;
- coercive or controlling behaviour;
- child criminal exploitation (CCE);

- child sexual exploitation (CSE);
- grooming;
- radicalisation or extremism;
- misogyny or other forms of harmful prejudice;
- sexual harassment or harmful sexual behaviour;
- online abuse;
- persistent absence or children missing education;
- mental health concerns; and
- vulnerability arising from SEND, disability, family circumstances or adverse childhood experiences.

Where a child raises concerns relating to race, religion, culture, disability, family background, sex, gender or sexuality, staff will respond calmly, sensitively and without judgement. Staff will listen carefully, avoid making assumptions, reassure the child that they have been heard and respond in accordance with the School's Safeguarding and Child Protection Policy, current statutory guidance and the best interests of the child.

Where appropriate, concerns will be shared with the Designated Safeguarding Lead (DSL), who will determine whether further pastoral support, early help, safeguarding intervention or referral to external agencies is required.

8. Staff Roles and Responsibilities

Creating and maintaining an inclusive, respectful and equitable School community is the responsibility of every adult working at The Richard Pate School.

All Staff

All staff are expected to:

- Model inclusive, respectful and professional behaviour at all times.
- Promote equality, diversity and inclusion through their daily interactions with pupils, colleagues, parents and visitors.
- Challenge discriminatory language, prejudice, stereotypes or inappropriate behaviour promptly and appropriately, including language dismissed as "banter".
- Support pupils in developing understanding, empathy, kindness and respect for others.
- Foster an environment in which pupils feel safe to express concerns and know that they will be listened to.
- Record and report concerns in accordance with this policy, the Behaviour Policy and the Safeguarding and Child Protection Policy.
- Undertake appropriate equality, diversity, inclusion and safeguarding training relevant to their role and keep their knowledge up to date.

Senior Leadership Team

The Senior Leadership Team will:

- Ensure that this policy is implemented consistently across the School.
- Promote a culture of equality, diversity, inclusion and belonging.

- Monitor equality objectives and the effectiveness of this policy.
- Ensure staff receive appropriate induction, training and professional development.
- Review racist, discriminatory and prejudice-related incidents to identify patterns, trends and areas for improvement.
- Monitor behaviour, safeguarding and attendance information where relevant to identify any disproportionate impact on particular groups of pupils.
- Ensure safeguarding concerns are escalated appropriately and managed in accordance with the School's Safeguarding and Child Protection Policy.

Headteacher

The Headteacher is responsible for:

- ensuring that this policy is implemented effectively throughout the School;
- promoting an inclusive culture which reflects the School's values;
- ensuring compliance with the Equality Act 2010 and the Independent School Standards;
- ensuring that appropriate action is taken following racist, discriminatory or prejudice-related incidents;
- ensuring appropriate staff training is provided; and
- reporting significant equality, diversity and inclusion matters to the Trustees.

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead will be consulted where any incident may involve safeguarding, child-on-child abuse, harassment, harmful sexual behaviour, online abuse, exploitation, radicalisation or any other risk of harm.

The DSL will ensure that incidents meeting safeguarding thresholds are managed in accordance with the School's Safeguarding and Child Protection Policy and local safeguarding procedures.

Trustees

Trustees are responsible for:

- providing strategic oversight of equality, diversity, inclusion and safeguarding;
- ensuring that leaders fulfil their statutory responsibilities;
- monitoring the effectiveness of this policy;
- receiving anonymised reports on equality, diversity and inclusion, including racist and prejudice-related incidents where appropriate;
- ensuring sufficient resources are available to implement this policy effectively; and
- ensuring that the School continues to meet the Independent School Standards and relevant statutory guidance.

9. Racist, Discriminatory and Prejudice-Related Incidents: Reporting and Responding

The Richard Pate School has a zero-tolerance approach to racism, discrimination, prejudice and harassment. All incidents will be taken seriously, responded to promptly and dealt with fairly, proportionately and consistently. Every incident will be viewed as an opportunity to

educate, restore relationships where appropriate and reinforce the School's values of kindness, respect and inclusion.

A concern may be raised by a pupil, parent, member of staff, trustee, volunteer or visitor. Concerns may also arise through direct observation, disclosure, online activity, peer reports, anonymous reporting, complaints or safeguarding concerns.

All incidents will be:

- Taken seriously and responded to without delay.
- Recorded accurately using the School's reporting and recording procedures.
- Investigated by a senior member of staff or another appropriate member of staff.
- Reported to parents/carers where appropriate.
- Reviewed by the Designated Safeguarding Lead where there is any indication that the incident may constitute a safeguarding concern.
- Followed up with appropriate educational, restorative, pastoral, behavioural or safeguarding action in accordance with the Behaviour Policy and Safeguarding and Child Protection Policy.

The School will consider the needs of both the child affected and the child whose behaviour has caused concern. In determining an appropriate response, consideration will be given to the age, understanding, intent, additional needs, vulnerability and circumstances of those involved. A lack of intent will not prevent the School from treating discriminatory behaviour seriously.

The School's response may include:

- immediate action to ensure the safety and wellbeing of those involved;
- pastoral support for the affected pupil;
- investigation and accurate recording;
- communication with parents/carers;
- behaviour sanctions where appropriate;
- restorative approaches where these are considered appropriate and safe;
- targeted education through PSHE, assemblies, tutor discussions or other curriculum opportunities;
- safeguarding consultation or referral where necessary;
- review of friendship groups, supervision, online behaviour or wider environmental factors;
- additional support for pupils with SEND or other vulnerabilities where appropriate;
- staff guidance or training where learning has been identified; and
- review of whether curriculum provision, supervision or School procedures require strengthening.

Where an incident constitutes bullying, prejudice-related bullying, child-on-child abuse, harmful sexual behaviour, online abuse or any other safeguarding concern, it will be managed in accordance with the School's Safeguarding and Child Protection Policy.

The Headteacher and Senior Leadership Team will regularly monitor incidents to identify patterns, trends or recurring themes. Anonymised information will be reported to Trustees to support strategic oversight and continuous improvement.

See also the Richard Pate School Anti-Racism Policy, Behaviour Policy and Safeguarding and Child Protection Policy.

10. Reasonable Adjustments, SEND and Disability

The Richard Pate School is committed to ensuring that pupils with special educational needs and disabilities (SEND) are treated fairly, respectfully and equitably and are able to participate fully in all aspects of School life.

In accordance with the Equality Act 2010, the School will make reasonable adjustments for disabled pupils and will take appropriate account of pupils' SEND, disability, medical needs, communication needs, neurodiversity and individual circumstances when implementing this policy.

The School recognises that some behaviours may arise from an identified additional need, disability or communication difficulty rather than deliberate misconduct. Staff will therefore seek to understand the underlying reasons for behaviour before deciding upon an appropriate response.

Behaviour linked to SEND or disability will always be considered carefully and lawfully. This does not mean that inappropriate behaviour is automatically excused; rather, it means that the School will consider:

- the pupil's identified needs and individual circumstances;
- whether reasonable adjustments have been made;
- whether additional support or intervention is required;
- whether safeguarding concerns are present; and
- whether any response is proportionate, fair and consistent with the Behaviour Policy and Equality Act 2010.

Where appropriate, staff will work collaboratively with parents, the SENDCo, the Designated Safeguarding Lead and external professionals to ensure that appropriate support and reasonable adjustments are in place.

The School will seek to ensure that pupils with SEND or disabilities are not disadvantaged in:

- reporting concerns;
- accessing pastoral or safeguarding support;
- participating in restorative approaches;
- understanding behavioural expectations;
- accessing the curriculum and wider School opportunities; and
- participating fully in the life of the School.

The School will regularly review its practice to ensure that pupils with SEND and disabilities are able to thrive within a safe, inclusive and supportive environment where differences are understood, respected and valued.

11. Positive Action

The Richard Pate School is committed to ensuring equality of opportunity for all members of the School community. Where appropriate and lawful, the School may take positive action to remove or reduce disadvantages experienced by pupils or staff who share a protected characteristic.

Positive action may be taken where there is evidence that individuals who share a protected characteristic:

- experience disadvantage;
- have particular educational, pastoral or welfare needs; or
- are disproportionately under-represented in a particular activity or opportunity.

Examples may include providing additional pastoral support, targeted mentoring, reasonable adjustments, accessible resources or encouraging participation in activities where this helps to promote equality of opportunity.

Any positive action taken by the School will always be lawful, evidence-based, proportionate and regularly reviewed. It will never amount to unlawful positive discrimination.

The School will ensure that decisions are made fairly, transparently and in the best interests of pupils, taking account of individual circumstances, safeguarding responsibilities and the requirements of the Equality Act 2010.

12. Pupil Voice

The Richard Pate School recognises that listening to pupils is fundamental to creating a safe, inclusive and respectful School community. We actively encourage children to share their views, celebrate diversity, express concerns and contribute to decisions that affect their wellbeing and school experience.

Pupil voice is promoted through:

- School Council;
- class discussions and circle time;
- registration and tutor time;
- PSHE and RSHE lessons;
- assemblies;
- pupil surveys;
- pastoral conversations;
- safeguarding discussions; and
- our weekly Pupil Voice sessions led by the Head of Pastoral, which provide children with dedicated opportunities to discuss wellbeing, friendships, inclusion, worries, ideas and any aspect of school life in a safe, supportive and confidential environment.

These sessions have become an important part of our pastoral provision, enabling children to develop confidence in expressing themselves, knowing that their views are valued and that appropriate action will be taken where necessary. Themes emerging from these sessions help to inform pastoral planning, assemblies, PSHE lessons and wider school improvement.

Pupils are taught:

- how to report concerns;
- how to seek help for themselves or others;
- how to be respectful and inclusive members of the School community; and
- that all concerns relating to discrimination, bullying, prejudice or safeguarding will be taken seriously and responded to appropriately.

The School values pupil feedback and regularly uses it to evaluate and strengthen its pastoral provision, curriculum and safeguarding practice.

13. Parental Engagement

The Richard Pate School recognises the vital role parents and carers play in promoting equality, respect, inclusion and positive relationships. We believe that strong partnerships between home and school contribute significantly to pupils' wellbeing, personal development and educational success.

The School will:

- ensure communication is inclusive, accessible and respectful;
- encourage parents to raise concerns or suggestions relating to equality, diversity, inclusion or pupil wellbeing;
- work collaboratively with families to resolve concerns at the earliest opportunity; and
- provide appropriate information and guidance to support parents in promoting the School's values.

Parents are expected to support the School's commitment to:

- dignity;
- respect;
- inclusion;
- equality;
- anti-racism; and
- lawful non-discrimination.

Behaviour by parents or visitors that is discriminatory, racist, intimidating, abusive, threatening or otherwise inconsistent with the School's values may be addressed under the Parent Contract, Visitor Code of Conduct or other relevant School procedures.

Where concerns involve protected characteristics, safeguarding, SEND, disability, religious or cultural matters, family circumstances or pupil welfare, the School will work sensitively and respectfully with parents whilst always acting in the best interests of the child.

14. Staff Training

The Richard Pate School recognises that high-quality staff training is essential in maintaining an inclusive culture and ensuring compliance with statutory responsibilities.

All staff receive appropriate training relating to:

- equality, diversity and inclusion;
- anti-racism;
- safeguarding and child protection;
- child-on-child abuse;
- bullying and prejudice-related incidents;
- online safety;
- SEND and neurodiversity;
- reasonable adjustments;
- British values;
- the Equality Act 2010; and
- reporting and recording procedures.

Training forms part of the School's induction programme for all new staff and is updated regularly through whole-school training, safeguarding updates, professional development sessions and staff briefings.

Training is proportionate to staff roles and responsibilities and enables staff to identify, challenge, record and respond confidently to discriminatory behaviour, prejudice-related incidents and safeguarding concerns.

The effectiveness of staff training is reviewed regularly to ensure that practice remains consistent with current legislation, statutory guidance and the School's commitment to inclusion and pupil wellbeing.

15. Monitoring, Records and Trustee Oversight

The Headteacher, Senior Leadership Team and Trustees are responsible for monitoring the implementation and effectiveness of this policy and ensuring that it remains compliant with current legislation, statutory guidance and the Independent School Standards.

This policy will be reviewed annually, or sooner where changes in legislation, statutory guidance or School practice require.

The School will maintain accurate and confidential records of:

- racist incidents;
- discriminatory or prejudice-related incidents;
- actions taken;
- parental communication;
- pastoral support provided;
- restorative approaches;
- behaviour sanctions;
- reasonable adjustments implemented; and
- safeguarding referrals where appropriate.

Senior leaders will regularly analyse incident records to identify patterns, trends and emerging themes. This monitoring may include consideration of:

- repeat incidents;
- year groups;
- locations;
- types of prejudice;
- online behaviour;
- attendance patterns where relevant;
- links with safeguarding or wellbeing concerns; and
- whether particular groups of pupils appear to be disproportionately affected.

Where patterns or concerns are identified, the School will take appropriate action, which may include:

- reviewing curriculum provision;
- adapting pastoral support;
- increasing supervision;
- reviewing risk assessments;
- providing additional staff training;

- reviewing policies or procedures; and
- implementing further preventative strategies.

Trustees will receive regular anonymised reports summarising equality, diversity and inclusion matters, including trends in racist or prejudice-related incidents, safeguarding links, pupil voice, staff training and policy implementation. This enables Trustees to fulfil their strategic oversight responsibilities and to assure themselves that the School continues to promote an inclusive culture in accordance with the Equality Act 2010, Keeping Children Safe in Education (2026) and the Independent School Standards.

16. Complaints

The Richard Pate School is committed to dealing with all complaints relating to equality, diversity, inclusion, discrimination or prejudice promptly, fairly, sensitively and in accordance with the principles of natural justice.

Complaints relating to discrimination, racism, harassment, prejudice, exclusion or equality matters will be managed in accordance with the School's Complaints Procedure.

The School encourages concerns to be raised at the earliest opportunity so that they can be resolved quickly, informally where appropriate, and in the best interests of all concerned.

Every complaint will be considered on its individual merits and investigated objectively by an appropriate member of staff. Appropriate records will be maintained throughout the process.

Where a complaint indicates that a pupil may be at risk of harm or raises concerns about safeguarding, child-on-child abuse, harassment, harmful sexual behaviour, online abuse or any other welfare matter, the matter will immediately be referred to the Designated Safeguarding Lead and managed in accordance with the School's Safeguarding and Child Protection Policy.

Complaints relating to the conduct of members of staff may also be managed under the School's Staff Code of Conduct, Low-Level Concerns Procedures, Staff Disciplinary Procedures or Allegations Against Staff procedures, as appropriate.

The School will ensure that no individual suffers disadvantage or victimisation as a result of raising a genuine concern in good faith.

17. Confidentiality and Data Protection

The Richard Pate School recognises the importance of handling sensitive information appropriately whilst ensuring that safeguarding responsibilities remain paramount.

Information relating to equality, diversity, discrimination, safeguarding and pupil wellbeing will be handled in accordance with:

- the UK General Data Protection Regulation (UK GDPR);
- the Data Protection Act 2018;
- the School's Data Protection Policy; and

- current statutory safeguarding guidance.

Information will only be shared on a need-to-know basis and where there is a lawful basis for doing so, including where this is necessary to safeguard a child, fulfil statutory duties, support a pupil's welfare, comply with legal obligations or assist regulatory or inspection requirements.

The School recognises that data protection legislation does not prevent the sharing of information where there are legitimate safeguarding concerns. Decisions regarding information sharing will always place the welfare and best interests of the child at the centre of decision-making.

Records relating to complaints, incidents and safeguarding concerns will be stored securely and retained in accordance with statutory guidance and the School's records retention procedures.

18. Related Policies

This policy should be read alongside the following School policies and procedures:

- Anti-Racism Policy
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Staff Handbook Employment Policies
 - Diversity Equality and Inclusion Policy
 - Anti-Harassment and Bullying Policy
 - Prevention of Sexual Harassment Policy
 - Staff Behaviour Policy
 - Disciplinary Procedure
- Curriculum Policy
- PSHE and RSHE Policy
- Online Safety (E-Safety) Policy
- Complaints Procedure
- Exclusion, Suspension and Required Removal Policy
- Staff Code of Conduct
- Low-Level Concerns Policy
- Parent Contract
- Data Protection Policy
- Prevent Policy (where separate)
- Attendance Policy
- Educational Visits Policy
- Recruitment and Safer Recruitment Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Accessibility Policy and Plan
- Supporting Pupils with Medical Conditions Policy
- Mental Health and Wellbeing Policy (where separate)

These policies should be read together to ensure a consistent whole-school approach to safeguarding, equality, inclusion, pupil wellbeing and compliance with statutory and regulatory requirements.

19. Review

This policy will be reviewed annually by the Headteacher, Senior Leadership Team and Trustees, or sooner if required by changes in legislation, statutory guidance, regulatory requirements or School practice.

The review will consider:

- changes to legislation and statutory guidance, including Keeping Children Safe in Education, Working Together to Safeguard Children and Equality Act guidance;
- Independent School Standards and ISI inspection requirements;
- analysis of racist, discriminatory and prejudice-related incidents;
- pupil voice and parental feedback;
- staff training and professional development;
- safeguarding trends and pastoral information;
- recommendations from Trustees, external advisers or inspectors; and
- the effectiveness of this policy in promoting an inclusive, respectful and safe School community.

The Trustees will receive assurance that this policy is being implemented effectively and that appropriate systems are in place to monitor equality, diversity, inclusion and pupil wellbeing across the School.