



ANTI-DISCRIMINATION & EQUALITY POLICY

June 2026



Approval: Academy Council

Policy Owner: Principal

Linked Policies: Safeguarding & Child Protection; Behaviour; Anti-Bullying; Equality Objectives; Equal Opportunities (Students); Staff Code of Conduct; Complaints; Anti-Racism Policy; EDI Investigation Toolkit

This policy should be read alongside the School Behaviour Policy, which sets out the full range of sanctions available for serious discriminatory behaviour.

Review Cycle: Annual

1. Statement of Intent

At Madeley School, our work is underpinned by our core values of Pride, Respect, Resilience, Enjoyment, Confidence, Politeness, Aspiration and Positivity.

We are committed to ensuring that every pupil, staff member and member of our wider community is treated with dignity, fairness and respect, and that our school is a safe and inclusive place where everyone feels a strong sense of belonging and pride in who they are.

We recognise that discrimination, whether overt, subtle or systemic, can cause significant harm to wellbeing, identity and educational outcomes. Our commitment is not symbolic; it is lived through everyday actions, leadership and accountability.

Madeley School operates a zero-tolerance approach to discrimination, harassment and victimisation. Where evidence indicates discriminatory behaviour has occurred, decisive action will be taken, which may include suspension or, in the most serious or repeated cases, permanent exclusion, in line with statutory guidance and the School Behaviour Policy.

This policy is not an additional layer of bureaucracy. It provides clarity, consistency and confidence so that staff can act professionally and fairly when concerns arise.

2. Legal and Statutory Context

This policy is informed by:

- Equality Act 2010
- Public Sector Equality Duty
- Keeping Children Safe in Education (KCSIE)
- Prevent Duty
- Ofsted inspection expectations

The school is required to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between different groups

3. Protected Characteristics

Under the Equality Act 2010, protected characteristics include:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

The school also recognises that pupils may experience disadvantage linked to socio-economic background, care status, SEND or other vulnerabilities.

4. Key Definitions

Discrimination – Unfair or harmful treatment linked to a protected characteristic.

Harassment – Unwanted conduct that violates dignity or creates a hostile or degrading environment.

Victimisation – Unfair treatment because an individual has raised or supported a complaint.

Impact Over Intent – Harm is taken seriously regardless of stated intention.

Everyday Bias / Microaggressions – Subtle or cumulative behaviours that contribute to exclusion or disadvantage.

Bullying – Repeated behaviour intended to hurt or intimidate.

5. Expectations Across the School Community

Pupils

- Show respect and politeness in language and behaviour
- Understand that discriminatory language or behaviour is unacceptable
- Recognise that “banter” is not a defence
- Report concerns confidently

Staff

- Model professionalism and fairness
- Challenge discriminatory behaviour calmly and confidently
- Record concerns accurately and promptly
- Reflect on practice and seek support where needed

Staff are not expected to be perfect, but they are expected to act with integrity and openness.

Leaders

- Lead with clarity, consistency and accountability
- Ensure decisions are fair and proportionate
- Support staff and pupils appropriately
- Communicate with families respectfully and transparently

6. Prevention, Education and Culture

Preventing discrimination is central to school culture. This includes:

- Ongoing staff CPD
- Curriculum representation and balance
- Assemblies and tutor programmes promoting belonging
- Student voice and leadership opportunities
- Safe and brave spaces for dialogue
- Partnership with parents and community

7. Reporting Routes

Concerns may be raised by pupils, staff or parents via:

- Trusted adults
- Pastoral or safeguarding teams
- Anonymous reporting routes
- Email or telephone
- Behaviour or safeguarding recording systems

No retaliation for raising concerns will be tolerated.

8. Responding to Incidents – Procedure

When a discriminatory incident occurs, the school will:

1. Ensure immediate safety and support
2. Record the concern promptly
3. Investigate proportionately
4. Communicate with families
5. Apply sanctions and education together
6. Provide follow-up and wellbeing checks

Investigation Methodology

All investigations must utilise the Equality Lens & EDI Investigation Toolkit to ensure fairness, neutrality, proportionality and a clear audit trail.

9. Thresholds and Sanctions

Discriminatory behaviour is treated as a serious breach of the Behaviour Policy.

Where investigations conclude, on the balance of probabilities, that discrimination has occurred, sanctions may include suspension.

Permanent exclusion may be considered where:

- Behaviour is severe
- Behaviour is repeated
- There is serious harm or threat of harm
- Continued presence would undermine safety or welfare

Decisions are based on evidence, consistency and professional judgement and are subject to senior leadership, Academy Council and Trust oversight.

10. Recording, Monitoring and Accountability

- Distinct incident logging
- Pattern and trend analysis
- Termly anonymised reporting to Academy Council
- Data informs CPD, curriculum review and safeguarding action

11. Support for Those Affected

- Pastoral and wellbeing support
- Safety planning where required
- Access to counselling or external referrals
- Avoid relocating the victim as default

12. Staff Conduct

Staff must model inclusive language and escalate concerns appropriately. Incidents involving staff follow HR and professional conduct procedures.

13. Partnership with Families

The school will:

- Communicate expectations clearly
- Listen respectfully
- Act proportionately and transparently
- Review and improve practice collaboratively

14. Complaints

Handled through the School Complaints Procedure with equality considerations documented.

15. Review and Continuous Improvement

This policy will be reviewed annually and informed by:

- Incident data
- Pupil voice
- Staff feedback
- Community context
- Trust equality objectives