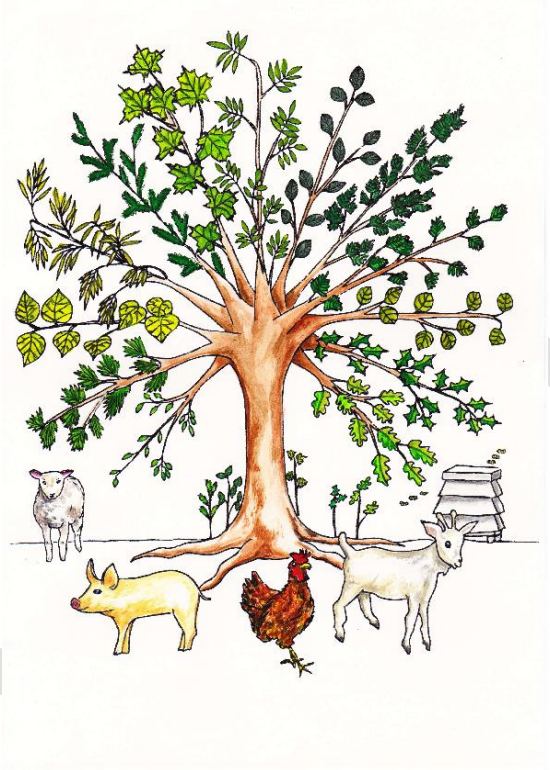
Edwalton Primary School



Equality Statement 2026

Reviewed September 2026

Date of next review: September 2029

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1. Legal Duties

Preventing prejudice and promoting equality are central to Edwalton Primary School's ethos, values and curriculum. We believe that promoting empathy, respect, inclusion and understanding from an early age helps create a school community where everyone feels safe, valued, respected and able to thrive.

Our school values of **Empathy, Perseverance and Stewardship** underpin our approach to equality and inclusion. They encourage our school community to understand and respect others, overcome barriers together and take shared responsibility for ensuring everyone feels safe, valued, included and able to achieve their full potential.

We welcome and fully embrace our duties under the Equality Act 2010 and the Public Sector Equality Duty (PSED). In fulfilling these duties, we will:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We understand the principles of the Equality Act 2010 and are committed to ensuring that no individual experiences discrimination because of a protected characteristic. We recognise that promoting equality is not simply about compliance with legislation. It is fundamental to creating an inclusive learning environment where every individual can thrive, achieve their full potential and develop a strong sense of belonging.

Protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Race, including colour, nationality and ethnic or national origin
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership, in relation to employment

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2. The School's Commitment

We recognise that our duties under the Equality Act 2010 are closely aligned with wider human rights principles, including the United Nations Convention on the Rights of the Child (UNCRC), the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the Human Rights Act 1998.

We are committed to creating a culture where everyone feels welcomed, respected, included and able to achieve their full potential.

To meet our general duties under the Equality Act 2010, we will fulfil the specific duties placed upon schools by:

- Publishing Equality Information that demonstrates how we comply with the Public Sector Equality Duty across all areas of school life, ensuring that no published information identifies individual pupils or members of staff.

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- Publishing measurable Equality Objectives at least every four years and reviewing progress against these objectives annually.
- Consulting pupils, parents and carers, staff, governors and, where appropriate, the wider community when developing and reviewing our Equality Objectives.

To ensure our objectives are evidence-based, we will collect, monitor and analyse relevant information relating to protected characteristics where appropriate and lawful to do so. This information helps us identify patterns, trends or barriers experienced by different groups so that appropriate action can be taken to improve outcomes and promote equality of opportunity.

We will regularly review information relating to:

- Admissions
- Attendance
- Attainment and progress
- Behaviour and exclusions
- Prejudice-related incidents
- Curriculum provision
- Participation in wider school life
- SEND identification and provision
- Pupil wellbeing
- Staff recruitment, retention and professional development
- Complaints and compliments

Where evidence identifies inequalities or barriers in other aspects of school life, these will also be considered when setting priorities and Equality Objectives.

We recognise that promoting equality is central to preparing pupils for life in modern Britain and complements the promotion of Fundamental British Values, particularly mutual respect, individual liberty, democracy, the rule of law and tolerance of those with different faiths and beliefs.

Through our curriculum, assemblies, wider enrichment opportunities and everyday interactions, we actively promote respect for diversity and celebrate the richness of our school community. We are committed to challenging prejudice, discrimination and stereotypes wherever they occur.

This work is supported through our statutory Relationships Education, Relationships and Sex Education where applicable, Health Education and Personal, Social, Health and Economic (PSHE) curriculum, alongside our Healthy Bodies, Healthy Minds (HBHM) programme and learning across all curriculum subjects.

Through these opportunities, pupils develop an understanding of equality, diversity, respect, inclusion and healthy relationships, preparing them to become respectful, responsible and active members of society.

We will regularly review our curriculum, teaching resources, books, displays, online materials and assessment practices to ensure they reflect and celebrate diversity, promote inclusion and provide positive representation for all pupils.

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3. Our Equality Principles

In fulfilling our duties, Edwalton Primary School will:

- Recognise, value and celebrate diversity.
- Promote dignity, respect and inclusion for all.
- Foster positive relationships and a shared sense of belonging.
- Maintain high expectations for every pupil.
- Make reasonable adjustments to ensure disabled pupils, staff and visitors can participate fully in school life.
- Identify, reduce and remove barriers to learning, participation and achievement.

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- Promote fair and inclusive recruitment, retention and professional development practices for staff.
- Consult and work collaboratively with pupils, parents, carers, staff, governors and the wider community.
- Regularly monitor, review and evaluate our equality practice to ensure continuous improvement.
- Promote our values of **Empathy, Perseverance and Stewardship** through all aspects of school life.

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4. Accessibility and Reasonable Adjustments

At Edwalton Primary School, we are committed to ensuring that disabled pupils, staff, parents, carers and visitors can participate fully in school life and are not placed at a substantial disadvantage compared with others.

Under the Equality Act 2010, the school has a duty to make reasonable adjustments where required. We recognise that equality does not always mean treating everyone the same. It means removing barriers and providing appropriate support so that everyone has the opportunity to achieve, participate and thrive.

Reasonable adjustments may include changes to:

- School policies, procedures and practices.
- The physical environment.
- Teaching approaches and curriculum delivery.
- Communication methods and access to information.
- The use of additional resources, equipment or support.

When considering reasonable adjustments, the school will take into account individual needs and work collaboratively with pupils, parents and carers, staff and relevant professionals.

Link to the Accessibility Plan

The school's Accessibility Plan supports this Equality Policy by setting out the steps we take to remove or reduce barriers for pupils with disabilities and additional needs.

The Accessibility Plan sets out how we will:

- Increase access to the curriculum for disabled pupils.
- Improve access to the physical environment.
- Improve the availability and accessibility of information.

The Accessibility Plan should be read alongside this policy and is reviewed regularly to ensure the school continues to identify and remove barriers to participation, learning and achievement.

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5. Roles and Responsibilities

At Edwalton Primary School, we believe that promoting equality, diversity and inclusion is the responsibility of everyone within our school community.

Governing Body

The Governing Body will:

- Ensure that the school complies with its legal duties under the Equality Act 2010 and the Public Sector Equality Duty.
- Ensure that Equality Information and Equality Objectives are published and reviewed appropriately.
- Work with leaders to identify and address barriers to equality, inclusion and achievement.
- Monitor progress towards achieving the school's Equality Objectives.
- Ensure equality considerations are embedded within school policies, strategic planning and decision-making.

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- Hold leaders to account for promoting equality of opportunity and tackling discrimination, harassment, victimisation and prejudice-related incidents.
- Ensure governors receive appropriate training to understand their responsibilities regarding equality and inclusion.

Headteacher

The Headteacher has overall responsibility for ensuring that equality, diversity and inclusion are embedded throughout school practice.

The Headteacher will:

- Promote a clear commitment to equality, diversity and inclusion among staff, pupils, parents, carers and the wider school community.
- Ensure the school meets its legal responsibilities under the Equality Act 2010.
- Ensure Equality Objectives are developed, implemented and reviewed.
- Ensure staff receive appropriate training, guidance and resources to support inclusive practice.
- Ensure all members of the school community understand their responsibilities in preventing discrimination and promoting respect.
- Ensure prejudice-related incidents, discriminatory behaviour and incidents of hate are recorded, reported, investigated and responded to appropriately.
- Ensure reasonable adjustments are made where required.
- Promote a curriculum and wider school experience that celebrates diversity and challenges stereotypes.

Senior Leadership Team

The Senior Leadership Team will support the Headteacher by:

- Promoting equality and inclusion across all areas of school life.
- Ensuring policies, procedures and practices reflect the school's commitment to equality.
- Monitoring pupil outcomes, attendance, behaviour, participation and wellbeing to identify and address inequalities.
- Ensuring staff understand their responsibilities for recording, reporting and responding to prejudice-related incidents.
- Supporting staff to develop inclusive teaching approaches that remove barriers to learning.
- Ensuring all pupils have fair access to opportunities, enrichment activities and support.

Equality Lead / Inclusion Lead, where applicable

The Equality Lead will:

- Support the implementation and monitoring of the Equality Policy.
- Support leaders in reviewing equality information and identifying areas for improvement.
- Coordinate actions linked to Equality Objectives.
- Promote inclusive practice and support staff in removing barriers for pupils.
- Work alongside the SEND team and pastoral staff to ensure vulnerable groups are supported.
- Monitor trends relating to protected characteristics and contribute to improvement planning.

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6. Staff Responsibilities

All staff, including teachers, teaching assistants, support staff and leaders, share responsibility for promoting equality, diversity and inclusion.

Staff will:

- Promote equality, respect, inclusion and a sense of belonging through everyday interactions.
- Deliver and support an inclusive curriculum that celebrates diversity, challenges stereotypes and reflects the experiences of modern Britain.

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- Ensure teaching, learning, resources and classroom environments are accessible and inclusive.
- Make reasonable adjustments where required to remove barriers to learning and participation.
- Maintain high expectations for every pupil.
- Challenge discrimination, prejudice, bullying, harassment and discriminatory language promptly and appropriately.
- Record and report prejudice-related incidents and safeguarding concerns in line with school procedures.
- Model positive relationships, respectful communication and inclusive attitudes.
- Work collaboratively with colleagues, families and external agencies to promote positive outcomes for all pupils.

All staff are also expected to embody Edwalton Primary School's values:

Empathy
Understanding and respecting the needs, feelings, experiences and perspectives of others and demonstrating compassion through everyday interactions.
Perseverance
Maintaining high expectations, demonstrating resilience and supporting pupils to overcome barriers and achieve their full potential.
Stewardship
Taking responsibility for creating and sustaining a safe, inclusive and respectful school community and caring for the wellbeing of others and the wider environment.

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7. Volunteers, Visitors and Contractors

All volunteers, visitors and contractors are expected to:

- Support the school's commitment to equality, diversity and inclusion.
- Treat all members of the school community with dignity, kindness and respect.
- Follow school policies and procedures relating to equality, safeguarding, behaviour and professional conduct.
- Report discriminatory behaviour, prejudice or harassment they witness.
- Contribute positively to maintaining a safe, welcoming and inclusive environment.

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8. Parents and Carers

We value the important role parents and carers play in helping us create a welcoming, inclusive and respectful school community.
We encourage parents and carers to:

- Support the school's commitment to equality, diversity and inclusion.
- Promote our values of **Empathy, Perseverance and Stewardship** by encouraging respectful, caring and inclusive attitudes at home and within the wider community.
- Work in partnership with the school to identify and remove barriers affecting their child's participation, wellbeing or achievement.
- Encourage their child to value diversity and respect people from all backgrounds, cultures, beliefs and experiences.
- Share information that may help the school promote equality of opportunity and support pupils effectively.
- Raise concerns about discrimination, prejudice or unfair treatment promptly.

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- Support the school's values and behaviour expectations.

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9. Pupils

Pupils are expected to play an active role in creating a welcoming, inclusive and respectful school community.
They will:

- Treat others with kindness, respect and dignity.
- Celebrate and value the differences that make every individual unique.
- Follow the school's Behaviour Policy and uphold its commitment to equality, diversity and inclusion.
- Report prejudice, discrimination, bullying or inappropriate language or behaviour to a trusted adult.
- Understand that everyone has the right to feel safe, included, respected and valued.
- Help create a school where everyone experiences a strong sense of belonging.

Pupils are encouraged to live out our school values through:
Empathy: showing kindness, understanding and respect for others and recognising and valuing individual differences.
Perseverance: showing resilience and determination when faced with challenges and supporting others to succeed.
Stewardship: taking responsibility for their actions, caring for others and their environment and making a positive contribution to the school and wider community.

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10. Wider Community

We value the positive contribution the wider community makes to school life.
Members of our wider community are encouraged to:

- Support Edwalton Primary School's values of **Empathy, Perseverance and Stewardship**.
- Treat all members of the school community with dignity, kindness and respect.
- Support the school's commitment to equality, diversity and inclusion.
- Work in partnership with the school to promote understanding and positive relationships.
- Celebrate diversity and challenge prejudice, discrimination and stereotypes.
- Help identify and remove barriers affecting members of the school community.
- Contribute positively to creating a welcoming and inclusive environment.

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11. Communication of Equality Information

We will ensure the whole school community is aware of our commitment to equality, diversity and inclusion.
This policy, our Equality Information and Equality Objectives will be made available through the school website and communicated to staff, governors, pupils, parents and carers as appropriate.

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12. Preventing and Responding to Prejudice-Related Incidents

Our Commitment
Edwalton Primary School is committed to creating an inclusive environment where everyone is treated with dignity, respect and fairness. We do not tolerate prejudice, discrimination, harassment or victimisation.

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Preventing prejudice is central to our ethos, values and curriculum. We believe that promoting **Empathy, Perseverance and Stewardship**, alongside respect, inclusion and understanding, helps create a community where everyone feels safe and valued.

We promote equality and respect through:

- Our Healthy Bodies, Healthy Minds (HBHM) programme.
- Statutory Relationships Education, Relationships and Sex Education where applicable, Health Education and PSHE.
- A broad and balanced curriculum reflecting and celebrating the diversity of modern Britain and the wider world.
- Assemblies, themed events, awareness days and enrichment opportunities.
- Positive role models, inclusive resources and representative literature.
- Opportunities to explore different cultures, beliefs, identities and experiences in an age-appropriate way.
- Our values of Empathy, Perseverance and Stewardship.
- Clear expectations for respectful language and behaviour.
- Staff training and professional development.
- Promotion of Fundamental British Values alongside our school values.

We regularly review our curriculum, resources, displays and wider environment to promote inclusion, challenge stereotypes and support pupils to feel positively represented and that they belong.

We recognise that prejudice-related bullying may also constitute a safeguarding concern. Where an incident raises safeguarding concerns, it will be managed in accordance with the school's Safeguarding and Child Protection Policy and current statutory safeguarding guidance.

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13. Responding to Incidents

All reports of prejudice-related behaviour will be taken seriously, investigated promptly and responded to fairly.

Where appropriate, the school will:

- Listen carefully to everyone involved.
- Provide appropriate support to those affected.
- Investigate incidents thoroughly.
- Record incidents in accordance with school procedures.
- Inform parents or carers where appropriate.
- Apply appropriate consequences in accordance with the Behaviour Policy.
- Use restorative approaches where appropriate.
- Provide education and support to address the attitudes or behaviours that contributed to the incident.
- Consider whether the incident constitutes a safeguarding concern.
- Monitor repeated incidents and emerging patterns.

Where behaviour may constitute a hate incident or hate crime, or where wider safeguarding concerns exist, the school will seek advice or make referrals to appropriate external agencies where necessary.

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14. Supporting Pupils

Our priority is to ensure pupils affected by prejudice-related incidents feel safe, listened to and supported.

Support may include:

- Opportunities to talk to a trusted adult.
- Pastoral or emotional support.
- Restorative conversations where appropriate.
- Safety planning where required.

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- Additional support from external agencies where needed.

Pupils responsible for prejudice-related behaviour will be supported to understand the impact of their actions, reflect upon their behaviour and develop more respectful attitudes. Educational approaches will be used alongside appropriate consequences to promote positive and lasting behaviour change.

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15. Working with Parents and Carers

Positive partnerships with parents and carers are essential in promoting equality and addressing prejudice.
Where appropriate, parents or carers will be informed of incidents involving their child and involved in planning support and next steps.
We will work collaboratively while respecting confidentiality and data protection requirements.
Where concerns cannot be resolved informally, parents and carers should use the school's Complaints Policy.

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16. Recording and Monitoring

The school records and monitors prejudice-related incidents to identify patterns, evaluate the effectiveness of our response and inform preventative work.
Information gathered helps us to:

- Monitor trends.
- Evaluate interventions.
- Inform staff training.
- Review Equality Objectives.
- Improve policy and practice.
- Fulfil our equality duties.

Senior leaders and governors will receive appropriate information to enable them to monitor the effectiveness of the school's equality and inclusion work.

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17. Links with Other Policies

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy and SEND Information Report
- Accessibility Plan
- Relationships, Sex and Health Education (RSHE) Policy
- Online Safety Policy
- Staff Code of Conduct
- Complaints Policy
- Whistleblowing Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy

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18. Monitoring and Review

The Governing Body and Headteacher are responsible for ensuring this policy is implemented effectively and that the school's commitment to equality, diversity and inclusion is reflected throughout school life.

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The school will:

- Monitor the implementation and impact of this policy.
- Review Equality Information annually.
- Review progress towards Equality Objectives annually.
- Publish new Equality Objectives at least every four years, or sooner where appropriate.
- Monitor prejudice-related incidents, pupil outcomes and other relevant information to identify trends.
- Consult pupils, staff, parents, governors and, where appropriate, the wider community.

This policy will be reviewed every three years, or earlier where there are significant changes to legislation, statutory guidance, local guidance or the needs of the school community.

Policy Information

School: Edwalton Primary School
Approved by: Governing Body
Responsible Officer: Headteacher
Policy Date: September 2026
Next Review Date: September 2027

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19. Key Legislation and Guidance

This policy has been developed with reference to:

- Equality Act 2010
- Public Sector Equality Duty (PSED)
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- Keeping Children Safe in Education, current edition
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Department for Education guidance relating to equality, inclusion and protected characteristics
- Relevant Local Authority guidance

Appendix 1: Equality Objectives

Equality Objectives 2025–2029

Edwalton Primary School is committed to promoting equality, diversity and inclusion for all members of our school community.

Our Equality Objectives are based on analysis of school information, consultation with stakeholders and consideration of barriers that may prevent individuals or groups from achieving their full potential.

Our objectives are reviewed annually.

Equality Objective 1

To ensure that all pupils, including those with protected characteristics and additional needs, have equal access to learning opportunities and achieve their full potential.

Why this is a priority:

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Some pupils may experience barriers to learning due to disability, SEND, disadvantage or other factors. We are committed to identifying and removing barriers so all pupils can participate fully and achieve positive outcomes.

Actions:

- Monitor attainment, progress and participation for different groups.
- Identify and address gaps in outcomes.
- Make reasonable adjustments where required.
- Continue to develop inclusive teaching approaches and high-quality teaching.
- Ensure pupils with SEND receive appropriate support and adaptations.
- Work collaboratively with pupils, families and external professionals.

Success Measures:

- Improved outcomes and progress for identified groups.
- Pupils report feeling included and supported.
- Effective reasonable adjustments are evident across school.
- Barriers to participation are identified and reduced.

Equality Objective 2

To develop pupils' understanding and appreciation of diversity, equality and respect through the curriculum and wider school experiences.

Why this is a priority:

We want all pupils to develop respect for difference, challenge stereotypes and understand the diverse society in which they live.

Actions:

- Ensure the curriculum reflects and celebrates diversity.
- Audit books, resources, displays and learning materials for positive representation.
- Provide opportunities to learn about different cultures, beliefs and experiences.
- Use assemblies, PSHE, RSHE and enrichment to promote respect.
- Challenge stereotypes, prejudice and discriminatory language.
- Embed **Empathy, Perseverance and Stewardship** throughout school life.

Success Measures

- Pupils demonstrate understanding of equality, diversity and respect.
- Resources reflect a broad range of experiences.
- Pupils confidently and respectfully discuss difference.
- Prejudice-related incidents are effectively prevented and addressed.

Equality Objective 3

To ensure that all pupils feel safe, valued and included through effective prevention, identification and response to prejudice-related incidents.

Why this is a priority:

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We recognise that prejudice-related incidents can negatively impact pupils' wellbeing, sense of belonging and educational experience. We are committed to preventing discrimination and responding effectively when incidents occur.

Actions:

- Ensure staff recognise, record and respond appropriately to incidents.
- Monitor incidents for patterns.
- Support pupils affected by discrimination or prejudice.
- Use educational and restorative approaches alongside appropriate consequences.
- Work with families and external agencies where appropriate.

Success Measures:

- Incidents are recorded and addressed effectively.
- Pupils know how and where to report concerns.
- Pupils report feeling safe, respected and included.
- Staff demonstrate confidence in responding appropriately.

Equality Objective 4

To promote equality of opportunity and wellbeing for all members of the school community.

Why this is a priority:
We recognise that equality applies to pupils, staff, parents, carers, governors and visitors. Everyone should feel respected, valued and able to participate fully in school life.

Actions:

- Consider equality implications within policies and decision-making.
- Provide appropriate staff training.
- Ensure communication with families is accessible and inclusive.
- Monitor participation in enrichment and leadership opportunities.
- Promote a culture of belonging based on **Empathy, Perseverance and Stewardship**.

Success Measures:

- Stakeholders report feeling valued and included.
- Policies demonstrate consideration of equality.
- Staff demonstrate confidence in inclusive practice.
- Participation gaps are identified and addressed.

Monitoring of Equality Objectives
Progress will be reviewed annually by the Headteacher and Governing Body using evidence including:

- Pupil voice
- Parent and carer feedback
- Staff feedback
- Attendance information
- Behaviour and prejudice-related incident records
- Attainment and progress data
- SEND and inclusion monitoring
- Participation in wider school opportunities

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Appendix 2: Equality Information

Introduction

Edwalton Primary School is committed to meeting its duties under the Equality Act 2010 and the Public Sector Equality Duty.

We collect, analyse and use relevant information to understand the experiences and outcomes of different groups within our school community.

This information enables us to:

- Identify inequalities or barriers.
- Inform Equality Objectives and school improvement priorities.
- Ensure policies and practices promote equality of opportunity.
- Monitor the impact of actions taken to improve inclusion and outcomes.

Published information will not identify individual pupils, families or members of staff and will be handled in accordance with data protection requirements.

Information We Monitor

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Where appropriate and lawful, information may include:

- Age
- Disability and special educational needs
- Race, ethnicity and nationality
- Sex
- Religion or belief
- Gender reassignment
- Sexual orientation, where relevant and appropriate to age and context
- Pregnancy and maternity, where relevant

Areas of School Life Reviewed

We consider equality information in relation to:

Admissions: ensuring arrangements are fair, transparent and inclusive.

Attendance: identifying whether groups experience barriers to regular attendance and providing appropriate support.

Attainment and Progress: identifying differences in outcomes and taking action where necessary.

Behaviour and Exclusions: monitoring patterns and ensuring responses are fair, consistent and inclusive.

Prejudice-Related Incidents: monitoring incidents to identify trends and inform preventative work.

Curriculum and Participation: reviewing curriculum content, representation, enrichment opportunities and wider school experiences.

Staff Recruitment and Development: promoting fair and inclusive recruitment, retention, professional development and progression opportunities.

Appendix 3: Prejudice-Related Incidents

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What is a Prejudice-Related Incident?
A prejudice-related incident is an incident perceived by the person affected, a member of staff or another person to be motivated by prejudice or discrimination relating to a protected characteristic. This may include:

- Racist language or behaviour.
- Sexist language or behaviour.
- Homophobic or biphobic language or behaviour.
- Transphobic language or behaviour.
- Disablist language or behaviour.
- Religious or belief-based discrimination.
- Misogyny or misandry.
- Discrimination relating to another protected characteristic.

Incidents may take place:

- Face-to-face.
- Online.
- Through written communication.
- Through gestures.
- Through exclusion or intimidation.

Staff Response

When a concern is identified, staff should:

1. Listen and respond calmly

- Take the concern seriously.
- Provide reassurance.
- Avoid dismissing behaviour or language as "banter" or "just a joke".

2. Ensure immediate safety

- Take appropriate steps to protect those involved.
- Provide support to those affected.
- Consider whether safeguarding action is required.

3. Record the incident
Record factual information on the school's agreed recording system, including:

- Date and time.
- Individuals involved.
- What happened.
- Relevant language or behaviour.
- Actions taken.
- Witnesses.

4. Inform appropriate staff

- Alert the Designated Safeguarding Lead where safeguarding concerns arise.
- Inform relevant school leaders in accordance with school procedures.

Responding to the Child Affected
The school will:

- Listen to and acknowledge the child's experience.

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- Provide appropriate emotional and pastoral support.
- Explain actions being taken where appropriate.
- Develop additional support or safety plans if required.
- Monitor the child's wellbeing.

Responding to the Child Responsible
The school will:
- Consider the child's age, understanding, needs and circumstances.
- Help them understand the impact of their behaviour.
- Challenge prejudice and stereotypes.
- Provide education and opportunities for reflection.
- Use restorative approaches where appropriate.
- Apply consequences in accordance with the Behaviour Policy where necessary.

Monitoring and Follow-Up
Leaders will review recorded incidents to identify:
- Patterns or trends.
- Areas requiring further action.
- Training needs.
- Opportunities for preventative education.

Information will contribute to equality monitoring, safeguarding reviews, behaviour monitoring and school improvement priorities.

Our Shared Responsibility

Everyone within the **Edwalton Primary School** community has a responsibility to:
- Treat others with dignity and respect.
- Demonstrate **Empathy** by seeking to understand and value others.
- Show **Perseverance** in overcoming barriers and supporting everybody to succeed.
- Demonstrate **Stewardship** by taking responsibility for creating an inclusive, safe and respectful community.
- Challenge and report prejudice and discrimination.
- Help create a school where everyone feels that they **belong, are valued and can thrive**.

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