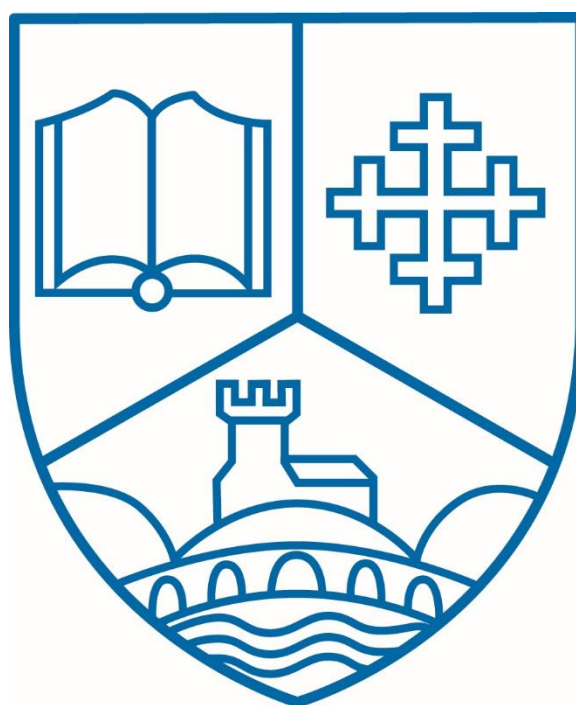


**BIDFORD ON AVON
CHURCH OF ENGLAND
PRIMARY SCHOOL**



Single Equality and Inclusion Policy

April 2026

Review date – April 2027

Introduction

Our school is committed to inclusion by promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, gender or sexual orientation.

Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, eliminating discrimination, promoting equality and fostering good relationships between people and at the same time promoting British Values. It also ensures that we continue to tackle issues of disadvantage and underachievement of different or vulnerable groups.

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

The equality Act covers nine protected characteristics upon which discrimination is unlawful:
age

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

To ensure we meet our general duties, we collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data is assessed across our core provisions as a school. This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights

standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Our approach to equality is based on the following key principles:

- All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- We recognise, respect and value difference. We take account of differences and strive to remove barriers which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.
- We promote British Values in our ethos and curriculum.
- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and are able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that policies and procedures value all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
- We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential
- We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

Statement of principle

Our school is committed to providing an appropriate and high quality education to all the children in our setting. We believe that all children, including those identified as having additional educational needs and/or disabilities and those that belong to groups who have historically suffered discrimination, have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them and that they should be fully included in all aspects of school life.

What we are doing to eliminate discrimination, harassment and victimisation:

The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in our school curriculum. Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any young person in the provision of education or access additional activities including educational trips and extra curriculum activities:

- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our pupils and the way we provide access for pupils to facilities and services.
- We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

- The Head teacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.
- Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity

Behaviour, Exclusions and Attendance

The school policy on Behaviour (rewards, sanctions and exclusions) takes full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for pupils with a disability.

The decision to exclude a child for a fixed period or permanently is a **last resort**. Our exclusion criteria are defined under the exclusion policy and are applied consistently to every young person, irrespective of any protected characteristic. We closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns. We monitor attendance to ensure all groups of pupils are able to access full time education and support pupils / families where absence becomes an impediment to learning.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudice around disability and additional educational needs
- prejudice around race, religion or belief, for example Travellers and migrants.
- prejudice around gender and sexual orientation, including homophobic and transphobic attitudes

We treat all bullying incidents with equal seriousness. Staff and pupils are made aware of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately.

We keep a record of different prejudice-related or bullying incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data regularly and take action to reduce incidents.

What we are doing to advance equality of opportunity between different groups:

- We prepare all young people for life in a multicultural, multilingual, multi-faith society in Britain, Europe and the world.
- We ensure equality of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary and ensure gaps in attainment are closed for all groups.
- We continue to maintain and monitor our Accessibility Plan that is designed to: increase the extent to which pupils with disability can participate in the curriculum, improve the physical environment and improve the availability of accessible information to SEND pupils.
- We promote positive attitudes towards the richness provided by individual diversity and cultural variety.

Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of pupils with particular protected characteristics, such as targeted support.

We tackle discrimination by:

- Promoting positive images of a diverse range of people in our classroom and corridor displays, curriculum resources, as well as through our PSHE curriculum, Collective Worship programme and the visitors we have into school
- Challenging patronising, derogatory or discriminating attitudes
- Making the environment as accessible as possible and challenging antisocial or bullying behaviour against, or harassment of, all learners, staff, community members and families.

We promote equality of opportunity by:

- Removing barriers to accessibility, particularly in relation to our environment, our teaching, learning and the way we provide information
- Demonstrating the social model of disability in relation to our responsibilities as an employer, our partnership and our community work
- Involving different groups of learners, their families, and staff in the changes and improvements we propose to make and implement
- Consulting with different groups of learners, their families, and staff on issues affecting them rather than with people acting on their behalf
- Encouraging active participation of different groups of learners, parents, staff in all aspects of all school life
- Monitoring participation of different groups in educational visits, extra-curricular activities and extended services to ensure vulnerable groups are not missing out.

What we are doing to foster good relations between different groups:

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils are encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- We believe that 'pupil-voice' is a vital part in developing our school vision so encourage and implement initiatives providing opportunities for pupil to share ideas and work collaboratively-within the school: our school council has representatives from different year groups and is formed of pupils from a range of backgrounds; our house system encourages pupils to work, compete and celebrate together; pupil manager and support roles encourages pupils to take responsibility for the welfare and running of the school. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- Working with outside agencies in and beyond the local community who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- Participation in inter- school activities with schools that have different diverse backgrounds

Participation of Parents

- We review the format of parental consultations, offer opportunities for both formal and informal discussion about pupil progress, survey parents for their views regularly
- We hold family learning events to support parents who may have had a different educational experience themselves and workshops to explain subject areas and how parents can support their children e.g. helping your child with reading, calculation strategies
- Support parents who require help in accessing written documents

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting British Values, equalities and meeting the requirements of the Equality Act. We provide training, guidance and information to enable them to do this.

Governing body

- The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures are implemented. They work to involve and engage the whole school community in identifying and understanding the equality barriers and in setting objectives to address these.
- Every governing body committee keeps aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, admissions, exclusions, personnel issues and the school environment.
- Governors review the Equality Policy and evaluate the success of the school's Equalities Work taking account of quantitative evidence (e.g. data) and qualitative evidence (e.g. surveys).

Head teacher and Leadership team

- The Head teacher is responsible for implementing the policy and for ensuring that all staff are aware of their responsibilities and are given appropriate training and support as well as for taking appropriate action in any cases of unlawful discrimination.
- They promote the key messages to staff, parents and pupils about equality and what is expected of them. They ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

Teaching and Non-teaching Staff

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation
- Support and participate in any measures introduced to promote equality and diversity
- Actively challenge discrimination and disadvantage in accordance with their responsibilities
- Report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

All teaching and non-teaching staff will:

- promote an inclusive and collaborative ethos in their classroom
- promote British Values
- challenge prejudice and discrimination
- deal fairly and professionally with any prejudice-related incidents that may occur

- plan and deliver curricula and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- maintain the highest expectations of success for all pupils
- support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- keep up-to-date with equalities legislation relevant to their work including FGM and radicalisation.

We provide training and guidance on Equalities for all staff new to the school as part of the induction procedure as well as go through the principal expectations and duties of the Equality Act annual with all staff.

Parents and Visitors

All parents and visitors are encouraged to take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all. All parents and visitors are expected to support our commitment to equalities and comply with the duties set out in this policy.

Pupils

All pupils are expected to uphold the commitment made by the head teacher on how pupils, parents/visitors, staff and wider school community can be expected to be treated. Pupils are encouraged to support the school to achieve the commitment made to tackling inequality.

Equal Opportunities for staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

- All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.
- We are also committed to ensure wherever possible that the staffing of the school reflects the diversity of our community.
- As an employer we strive to ensure that we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.
- We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

We will ensure that the whole school community is aware of this policy and our published equality information and equality objectives by publishing them on our website with reminders in our newsletter.

Breaches

Breaches to this statement will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitoring and Reviewing

We review the information about equalities in the policy annually and make adjustments as appropriate. A full policy review takes place in line with the general cycle of review.

Key contacts

Staff responsible for equalities: Mr A. Morris and Miss R. Hickman

Lead governor: Mrs C. Colwell