

Bickerton Holy Trinity Church of England Primary School



Equality Statement and Policy

Person responsible for policy:

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Approved:

Signed:

Claire Carman, Chair of Governors

To be reviewed:

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At Bickerton Holy Trinity CE Primary School, we do not discriminate against anyone, be they staff or pupil, on the grounds of their age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This is in line with the Equality Act 2010 and covers both direct and indirect discrimination. We aim to provide a welcoming and inclusive environment where everyone feels happy, safe and secure. We promote an atmosphere of truth and honesty in which everyone feels valued and shows respect for each other and their surroundings. As a team, we are committed to high expectations and continuous improvement. We adopt a child centred approach to high quality teaching and learning, inspiring everyone to achieve their full potential. Our mission statement is: 'Life in all its Fullness' and our core values are: love and kindness; friendship, equality, respect; freedom and responsibility, justice. We strive to uphold these values every day.

1. Our Equality and Diversity Statement

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

Our school aims to promote respect for difference and diversity in accordance with our values, such as

* To provide a high-quality, inclusive curriculum that equips all learners with the ambition to

continually improve their personal best and contribute to the community where we live and thrive

- * Promote strong partnerships with families and the wider community, encouraging collaboration in each child's education and wellbeing.
- * Champion equality and diversity, preparing our pupils to become responsible and compassionate, and value the importance of respect and fairness, with the strength and confidence to stand up for their beliefs and the equity of others.
- * Develop children as social engineers who can discuss, debate, collaborate, stand up for their beliefs, campaign, give back, with a strong sense of who they are, and justice for themselves and others.

2. 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](#).

3. Roles and responsibilities

The governing body

The Governing board has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equity. The governing body seeks to ensure that people with protected characteristics disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities. The governors welcome all applications to join the school, whatever background or disability a child may have. The governing body ensures that no child is discriminated against whilst in our school on account of their protected characteristics (Equality Act 2010). So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child's cultural traditions and those of the wider community.

The headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Meet with the equality link governor twice a year to raise and discuss any issues
- Identify any staff training needs, and deliver training as necessary

The Class Teacher

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child. When selecting classroom material, teachers' pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups. When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. All our teachers challenge any incidents of prejudice or racism. We record any serious incidents on CURA and draw them to the attention of the Headteacher. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination. All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every year.

The Headteacher is the designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Share further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

6. Fostering good relations

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 will be encouraged to take an active role 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 have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

8. Anti-Racism

Anti-racism It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident. We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

9. Equality objectives

Objective 1

Ensure there are regular positive role models of all protected characteristics throughout the curriculum and educational materials, that reflect the true diversity of our UK society.

Why we have chosen this objective: The area that school serves is predominantly White/British and does not represent the society of the UK, therefore we have a duty to represent all protected characteristics in a positive manner.

To achieve this objective we plan to: Complete a curriculum review, review educational materials, and positively reinforce protected characteristics.

Progress we are making towards this objective: Teaching the No Outsiders Curriculum, Delivering Equality objective and learning through weekly assemblies, PSHCE curriculum.

Objective 2

Have in place a reasonable adjustment agreement for all pupils with disabilities by July, to meet their needs better and make sure that any disadvantages they experience are addressed.

Why we have chosen this objective: We have an increasing number of pupils with neurodiversity and we want to ensure they thrive.

To achieve this objective we plan to: Create a person-centered plan for each child

Progress we are making towards this objective: Complete an up-to-date register of disabilities.

Objective 3

To help children to fulfil their potential by supporting families and focussing support on improving the lives of the most vulnerable children; including those who experience bullying and exclusion

As a fully inclusive school we will invest in the highest quality staff and training to support our most vulnerable pupils.

We ensure that bullying is dealt with swiftly and children and families are involved in the process.

Objective 4

To narrow the achievement gap for disadvantaged children; including children in care, looked after children and children who are or have been entitled to free school meals in the last 6 years

We will monitor the attainment and attendance of disadvantaged children and set ambitious targets for improvement.

We will use Pupil Premium funding to target early reading acquisition, 1:1 tuition where appropriate and small group maths and English intervention in Key Stage 2.

The school will use research from the Education Endowment Fund to inform practice.

We will ensure that children have access to remote learning in the event of class closures

We will encourage all children to attend residential visits to enhance their learning by supporting families and making all visits accessible to all pupils and families.

We will encourage every pupil to take part in extra-curricular activities by keeping registers, identifying those who have not engaged and helping them to find an activity to suit them.

9. Monitoring arrangements

The headteacher will update the equality information we publish, described in sections 4 to 7 above, at least every year.

This document will be reviewed by the Governing Board (Achievement and Wellbeing Committee) at least every 3 years.

This document will be approved by The Achievement and Wellbeing Committee.

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment
- SEND Policy
- Relationship and Behaviour Policy
- Supporting Pupils with medical Needs
- Suspensions