



# **BOURNEBROOK CHURCH OF ENGLAND PRIMARY SCHOOL**

## **Equality and Diversity and Inclusion Policy**

Review Date: November 2022  
Next review due date: February 2025  
Reviewed: September 2025

**Bournebrook C. of E. primary school is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth**

**Legal Duties:**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

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

A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
- disability
- ethnicity
- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information to demonstrate compliance with the general duty across its functions. We will not publish any information that can specifically identify any individual child or adult
- Prepare and publish equality objectives.

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

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

Our objectives will detail how we will ensure equality is applied to the services listed above however where we find evidence that other functions have a significant impact on any particular group we will include work in this area.

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.

### **Core Statements:**

In fulfilling our legal obligations we will be guided by seven core statements:

1. 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.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages 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.
3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
4. 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 able to participate fully in school life.
5. We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development
6. We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential
7. 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.

### **What are we doing to foster good relationships:**

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behavior.  
We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.

- We include the contribution of different cultures to world history and that promote positive images of people
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events.

## **Our Ethos/mission**

### *Our Christian Vision, Aims and The Bournebrook Way*

Our vision for Bournebrook is based upon Corinthians, chapter 16: verse 14,  
 “Let all that you do be done in love.”

Our aim is to be a school “Where children grow and flourish, cradled by Christian values.”

Bournebrook is a happy, caring school where everyone is valued, safe, nurtured and encouraged to be the best they can.

### **Addressing Prejudice Related Incidents**

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

- prejudices around disability and special educational needs prejudices around race, religion or belief, for example anti-semitism and Islamophobia, travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the Local Authority using their guidance material. The Local Authority may provide some support.

### **Responsibility**

We believe that promoting Equality is the responsibility of everyone in the school community:

<b>School Community</b>	<b>Responsibility</b>
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. The Governing Body will also agree the Equality Statement and objectives.

<b>School Community</b>	<b>Responsibility</b>
Headteacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that the whole school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Headteacher as above. Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Teaching Staff	Help in delivering the right outcomes for pupils. Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated. Design and deliver an inclusive curriculum Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Non Teaching Staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated Support colleagues within the school community. Ensure that you are aware of your responsibility to record and report prejudice related incidents
Parents	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these 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.
Pupils	Support the school to achieve the commitment made to tackling inequality. Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.
Local Community Members	Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.

We will ensure that the whole school community is aware of the Equality & Diversity Statement and our published equality information and objectives by publishing them on the school website.

### **Duty to make reasonable adjustments**

We will actively seek to make reasonable adjustments to ensure that people with a disability have equal access to opportunities and resources. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by an individual with a disability, as far as is reasonable.

### **Admissions policy**

Our admissions criteria are defined under the admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.

### **Curriculum delivery**

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 academic and social curriculum. Positive and proactive steps will be taken to prevent discrimination against, or bullying, harassment or victimisation of, any young person in the provision of education. We will ensure fair access to benefits, facilities or services including educational trips, work experience and leisure activities.

### **Exclusions**

The decision to exclude a child for a fixed period or permanently is a last resort.

### **Recruitment and selection**

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, training, pay and benefits, discipline and selection for redundancy. Selections, where appropriate, will be made on the basis of aptitude, ability and/or merit. Where appropriate, Bournebrook C of E Primary School will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection is carried out by a third party, on behalf of Bournebrook C of E Primary School, we will take all reasonable steps to ensure they adhere to the principles of this policy.

### **Breaches**

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

### **Reporting and recording incidents of discrimination and harassment**

All incidents of discriminatory treatment, bullying, harassment and victimisation must be reported to senior staff and recorded as soon as is reasonably possible (and in any event within 24 hours of the incident). All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with our Anti-Bullying Policy.

### **Complaints and grievances**

If an individual believes that they have been discriminated against, bullied, harassed or victimised, they may follow our Complaints policy.

**Implementation, monitoring, evaluation and review**

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Equality, Diversity and Inclusion Policy' is the Headteacher. The designated member of staff is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of, and comply with, our policy. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our website

This policy document will be reviewed and publicised in writing, at least annually and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

**Monitor and Review**

Every three years, we will review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.

## APPENDIX 1

### Further information about equality, diversity and inclusion

#### Types of unlawful discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic. Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect Discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic, and it cannot be shown to be a proportionate means of achieving a legitimate aim. Arguing that it's more expensive not to discriminate is unlikely to be considered a valid justification.

Discrimination arising from disability The Equality Act also protects an employee from what the law terms 'discrimination arising from disability' – this is where they are treated unfavourably, not because of the disability itself, but because of something linked with their disability.

Harassment occurs when a person is subject to “unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual”. It can include behaviour that individuals find offensive even if it's not directed at them, offence was not intended and even if they do not have the relevant protected characteristics themselves.

Bullying is very similar to harassment, but it is not related to a protected characteristic. Bullying doesn't have a legal definition in the Equality Act but will normally be handled in exactly the same way under an organisation’s duty of care.

Victimisation occurs when an individual is subject to a detriment because they have - or are suspected of having - made an allegation, given evidence about or supported any individual (including themselves) who has been subject to any of the above.

A child should not be treated less favourably because of the actions of a family member.

If an individual gives false evidence or makes an allegation in bad faith, then they are not protected from victimisation under the Act.

## APPENDIX 2

### Roles and responsibilities

The designated senior member of staff with overall responsibility for all equality, diversity and inclusion matters at Bournebrook C of E Primary School is the Headteacher. The role of the Designated Person is to:

- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that Bournebrook C of E Primary School complies with equality legislation;
- Ensure all policies, practices and procedures associated with equality, diversity and inclusion, including admissions, curriculum, recruitment and selection are implemented;
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with Bournebrook C of E Primary School;
- Ensure that all staff are aware of and follow Bournebrook C of E Primary School's policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities;
- Take 'all reasonable steps' to prevent discrimination, bullying, harassment and victimisation from taking place;
- Take responsibility for recording, managing and analysing incidents of discrimination, bullying, harassment and victimisation in accordance with Bournebrook C of E Primary School's policies, procedures and guidance.