

"Aspire to be your best self by living, learning, growing together with God's love"

Kindness Forgiveness & Truth Respect Perseverance Co-operation Courage



Butleigh

Church of England

Primary School

Equality Policy and Objectives

Head Teacher: Kristin Moth

Chair of Governors: Wendy Jenner

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Aims

At Butleigh Church of England Primary School, our commitment to equality is rooted in our Christian vision: *"Aspire to be your best self by living, learning and growing together with God's love."* We believe that every person is uniquely valued by God and deserves to be treated with dignity, respect and compassion. We seek to create a welcoming and inclusive environment where all members of our community can flourish.

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 of kindness, truth & forgiveness, respect, perseverance, co-operation and courage

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.

In summary, those subject to the equality duty must, in the exercise of their functions, have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- 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

Roles and responsibilities

We believe that promoting equality is the whole school's responsibility

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

Protected characteristics:

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

- age (for employees not for service provision)
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

Meeting the duties:

In order to meet our general duties, listed above, the law requires us to carry out some specific 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 or where the group is so small that identifying information may be discernible.)
- Prepare and publish equality objectives on the school website
- Consult our stakeholders in the development of our equality objectives when they are updated

*Equality information may include:

Admissions Attendance Attainment Exclusions Prejudice related incidents

Equality Statement:

At Butleigh Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socioeconomic background.

We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching.

We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment that champions respect for all. At Butleigh Primary, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We also recognise that our work on equality is central to the successful promotion of fundamental British Values, especially in relation to the values of respect and tolerance and the rule of law. We will therefore ensure that our curriculum helps to prepare pupils for life in modern Britain and that we work proactively to address all forms of prejudice and discrimination, including derogatory and discriminatory language.

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 is recorded in the meeting minutes.

New staff receive training on equality, diversity and inclusion as part of their induction programme. All staff receive regular refresher training and updates through safeguarding, staff meetings and professional development activities.

The school's safeguarding team are responsible 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:

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the data referenced above to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Accessibility

In line with our Christian vision, we are committed to ensuring that every member of our school community is able to flourish. We maintain an Accessibility Plan which sets out how we will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils and adults to take better advantage of education, benefits, facilities and services.
- Improve the availability of accessible information for disabled pupils, staff, parents and visitors.
- The Accessibility Plan is reviewed regularly and published on the school website

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 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
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of

backgrounds. 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

- 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

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

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 headteacher and governing body. Child on child abuse that is related to a protected characteristic is recorded and followed up in line with the school's positive behaviour policy.

Diversity in our curriculum:

Through our curriculum we promote diversity. We seek to ensure that our pupils:

- Understand the world in which they live and the interdependence of individuals, nations and the environment.
- Understand the multicultural nature of society in modern Britain
- Promote self-esteem and to foster respect for those having different religions, beliefs and ways of life
- Develop an attitude which is opposed to discrimination against any person or group on grounds of socioeconomic background, creed or ethnic origin or sexuality
- Counter prejudice, particularly racial, and the consequent inequalities
- Live and work harmoniously and with equality of opportunity in a multicultural society

Monitoring and Review of behaviour related to protected characteristics:

This is standing Item on each Full Governing Body meeting. Any incidents will be followed up by the Headteacher as necessary.

Equality Objectives 2026-2030

Objective 1: Inclusive Curriculum

To ensure that all pupils experience a broad and diverse curriculum that reflects different cultures, faiths, family structures, disabilities and backgrounds, enabling pupils to develop respect and understanding of others.

Objective 2: Achievement and Inclusion

To monitor and reduce any differences in attainment, attendance or participation between groups of pupils, including disadvantaged pupils, pupils with SEND, pupils with EAL and other vulnerable groups.

Objective 3: Staff Knowledge and Understanding

To continue developing staff understanding of equality, diversity and inclusion so that all pupils feel safe, valued and able to achieve their full potential.