

# BUTTERWICK PINCHBECK'S ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL



## Equality Policy

*As an inclusive Christian school, our vision is to provide a safe, happy, loving and nurturing environment where individuals feel valued and are encouraged to fulfil their hopes and aspirations. Through an inspiring and enriched curriculum, pupils are given the best opportunities to flourish and develop their God given talents.*

*'Do everything in love' 1 Corinthians 16:14'*

*Together Everyone Achieves More*

**Date Agreed:** April 2024  
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## 1. Introduction

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 (protected characteristics listed in Appendix 1);

[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](#).

## 2. Aims

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 vision and values:

*As an **inclusive Christian** school, our vision is to provide a **safe, happy, loving and nurturing** environment where individuals feel **valued** and are encouraged to fulfil their **hopes and aspirations**. Through an **inspiring and enriched** curriculum, pupils are given the best opportunities to **flourish** and develop their God given talents.*

***'Do everything in love' 1 Corinthians 16:14.***

**Love, Respect, Friendship, Service, Hope and Forgiveness**

### **3. Equality objectives**

These objectives embody the commitment of staff and governors to promote equality within our school context. This involves tackling the barriers which could lead to unequal outcomes.

**Objective 1: To promote equality and celebrate diversity through our spiritual, moral, social and cultural development by all appropriate curriculum opportunities.**

**Objective 2: To improve attendance of our disadvantaged children, in particular Pupil Premium and SEND.**

**Objective 3: To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.**

**Objective 4: To increase attainment in writing for boys, narrowing the gap between girls and boys.**

### **4. Roles and responsibilities**

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

The equality link governor will:

- Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

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

## **5. 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 **will** receive training on the Equality Act 2010 as part of their induction, and all staff receive refresher training every September.

The school has a designated member of staff (Headteacher) 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.

## **6. 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 pupils who are being subjected to homophobic bullying);
- Taking steps to meet the particular needs of people who have a particular characteristic;
- 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:

- 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.

## **7. 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.

## **8. 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:-

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

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.

## **9. Monitoring arrangements**

At Butterwick CE Primary School we will monitor the impact and success of the policy on pupils from different groups, e.g. SEN, Children in Care, Minority Ethnic including Traveller and EAL pupils and Free School Meals, in the following recommended areas:-

- Pupils' progress and attainment
- Learning and teaching
- Behaviour, discipline and exclusions
- Attendance
- Admissions

- Incidents of prejudice related bullying and all forms of bullying
- Parental involvement
- Participation in extra-curricular and extended school activities
- Staff recruitment and retention
- Visits and visitors.

The headteacher with the support of the SLT 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 Equality link governor at least every 4 years.

This document will be approved by the full governing board.

## **10. Links with other policies**

This document links to the following policies:-

- Accessibility plan
- Risk assessment
- SDP
- SEN policy
- Behaviour policy
- Anti-Bullying policy
- School vision and values
- Exclusion policy.

## Appendix

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy or maternity

The Equality Act 2010 is about how the school treats their pupils and prospective pupils, the relationship between one pupil and another is not within its scope. For example if a pupil is bullying another pupils because of a protected characteristic this is not an equality issue, however, if the school treats bullying relating to a protected characteristic less seriously than other forms of bullying it may be guilty of unlawful discrimination.

The Equality Act 2010 defines four kinds of unlawful behaviour:

**Direct discrimination:** when a person treats another less favourably, because of a protected characteristic, than they treat (or would treat) other people.

**Indirect discrimination:** when a “provision, criterion or practice” is applied generally but has the effect of putting a person with a particular characteristic at a disadvantage when compared to people without that characteristic.

**Harrassment:** this has a specific legal definition in the Equality Act 2010 – “unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person’s dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person”.

**Victimisation:** this occurs when a person is treated less favourably than they otherwise would have been because of something they have done (“a protected act”) in connection with the Equality Act 2010. This could be, for example, making an allegation of discrimination or supporting another person’s complaint. Even if what a person did or said was incorrect or misconceived, they are protected against retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear or retaliation.