

# BY BROOK VALLEY CE PRIMARY SCHOOL

## Equality Information & Objectives Policy



Last Review Date: January 2026

Ratified By Governors Date: January 2026

Next Review Date: January 2027

Equal opportunities lie at the heart of all that we do at By Brook Valley Primary CE School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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This policy is designed to meet the needs of all pupils. The policy is designed to be child-centered and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them.

**Our Vision**

***Roots to grow, wings to fly***

***Growing, Flourishing, Soaring***

The roots of our school community, based on our Christian values, nurture, help and support us to grow to be the best versions of ourselves. The wings of faith allow us to soar freely and flourish now and in the future

At By Brook Valley we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. In this way, we will each be the very best we can be.

This policy should be read and understood from this perspective.

**Equality Impact Assessment (EIA) Part 1: EIA Screening**

<b>Policies, Procedures or Practices</b>		<b>Date</b>	January 2025
<b>EIA CARRIED OUT BY:</b>	Headteacher	<b>EIA APPROVED BY:</b>	FGB

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
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Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)	N/A	N/A
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		This issue is addressed in the policy
Gender Reassignment (transsexual)		This issue is addressed in the policy
Marriage and civil partnership	Those with "different" families potentially feeling awkward	Teach that all families are different, and children are encouraged to feel comfortable with differences
Pregnancy and maternity	N/A	N/A
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		This issue is addressed in the policy
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		This issue is addressed in the policy
Gender (male, female)	This issue is addressed in the policy	This is a particular area of focus for the current year
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		This is addressed in the policy

### Statement of intent

By Brook Valley School recognises that certain groups in society have historically been

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disadvantaged because of unlawful discrimination they have faced due to their race, sex, disability, gender reassignment, marriage/civil partnership, religion/belief, sexual orientation or age.

This policy will put in place a range of actions to eliminate prejudice, unlawful discrimination and victimisation within the school community and workforce.

### **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation 2018 (GDPR)

This policy also has due regard for non-statutory guidance, including the following:

- DfE (2014) 'The Equality Act 2010 and schools'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Complaints Procedures Policy
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The Equality Act 2010 provides a modern, single legal framework with three broad duties:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

For the purpose of this policy, the Equality Act 2010 will be referred to as 'the Act'. The school fully understands the principles of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equal opportunities.

Protected characteristics, under the Act, are as follows:

- Age
- Disability
- Race, colour, nationality or ethnicity
- Sex
- Gender reassignment
- Maternity and pregnancy
- Religion and belief
- Sexual orientation
- Marriage and civil partnership

The Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions.

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- In the way it provides education for pupils.
- In the way it provides pupils access to any benefit, facility or service.
- By excluding a pupil or subjecting them to any other detriment.

**The responsible body for the school is the Board of Governors.**

The school’s liability not to discriminate, harass or victimise does not end when a pupil has left the school, but will apply to subsequent actions connected to the previous relationship between school and pupil, such as the provision of references on former pupils or access to “old pupils” communications and activities

The school will promote equality of opportunity for all staff and job applicants and will work in line with the BBV Equality, Diversity & Inclusion in Employment Policy.docx

**Principles and aims**

We see all learners and potential learners, and their parents, as of equal value, regardless of any protected characteristic.

Our policies, procedures and activities will not discriminate but must nevertheless take account of differences in life experience, outlook and background, and in the kinds of barriers and disadvantages which people may face in relation to any protected characteristic. The school will promote race equality and have due regard to eliminating unlawful racial discrimination, promoting equality of opportunity and good relations between people of different racial groups.

The school will promote disability equality, ensuring equality of opportunity, eliminating unlawful discrimination and disability-related harassment and encouraging participation by disabled people in public life.

The school will promote gender equality by eliminating unlawful discrimination and harassment and promote the equality of opportunity between men and women, girls and boys.

Transgender people are explicitly covered by the PSED. For the purposes of this policy, the term ‘transgender’ refers to an individual whose gender expression or identity is different from that traditionally associated with the sex they were assigned at birth.

The school will respect the confidentiality of those seeking gender reassignment and will provide a supportive environment within the community.

The school is opposed to all forms of prejudice and recognises that children and young people who experience any form of prejudice-related discrimination may fare less well in the education system.

The school will ensure that all staff comply with the appropriate equality legislation and regulations.

The school’s Admissions Policy will not discriminate against any protected characteristic in any way.

**The school will:**

- Ensure staff are aware of their responsibilities, given necessary training and support, and report progress to the governing board.
- Ensure that the recording and reporting of equality and diversity is sufficiently scrutinised.
- Foster positive attitudes and relationships, a shared sense of cohesion and belonging, and ensure this is promoted in our policies, procedures and activities.

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- Observe good equalities practice in staff recruitment, retention and development, and ensure that all policies and procedures benefit all employees and potential employees regardless of any protected characteristic, and with full respect for legal rights relating to pregnancy and maternity.
- Reduce and remove inequalities and barriers that already exist.
- Engage with a range of groups and individuals to ensure that those who are affected by a policy, procedure or activity are consulted and involved in the design of new policies, and in the review of existing ones.
- Ensure that policies, procedures and activities benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in the public life of everyone, regardless of any protected characteristic.
- Ensure staff promote an inclusive and collaborative ethos in the school, challenging inappropriate language and behaviour, responding appropriately to incidents of discrimination and harassment, and showing appropriate support for pupils with additional needs, maintaining a good level of awareness of issues surrounding equality.

## **Roles and responsibilities**

### **The governing board will:**

- Ensure that the school complies with the appropriate equality legislation and regulations.
- Meet its obligations under the PSED to publish equality objectives at least every four years commencing on the date of the last publication.
- Ensure that the school's policies and procedures are developed and implemented with appropriate equality impact assessments informing future plans.
- Ensure that the school's Admissions Policy does not discriminate in any way.
- Ensure equal opportunities in its staff recruitment and promotion practices, professional development programmes and in membership of the governing board.
- Proactively recruit high-quality applicants from under-represented groups.
- Provide information in appropriate and accessible formats.
- Ensure that the necessary disciplinary measures are in place to enforce this policy.

### **The headteacher will:**

- Implement this policy and its procedures.
- Ensure that all staff members receive the appropriate equality and diversity training as part of their induction and CPD.
- Ensure that all parents, visitors and contractors are aware of, and comply with, the provisions of this policy.
- Actively challenge and take appropriate action in any case of discriminatory practice.
- Address any reported incidents of harassment or bullying in line with DfE guidance.
- Produce an annual report on the progress of implementing the provisions of this policy and report it to the governing board.

### **Employees will:**

- Be mindful of any incidents of harassment or bullying in the school.
- Address any minor issues of harassment or bullying and report any major breaches of the policy to the headteacher.
- Identify and challenge bias and stereotyping within the curriculum and the school's

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culture.

- Promote equality and good relations, and not harass or discriminate in any way.
- Monitor pupils' progress and academic needs to ensure the appropriate support is in place.
- Keep up-to-date with equality legislation and its application by attending the appropriate training.

#### **Pupils will:**

- Not discriminate or harass any other pupil or staff member.
- Actively encourage equality and diversity in the school by contributing their cultural experiences and values.
- Report any incidences of bullying or harassment, whether to themselves or to others, to an adult in school.
- Abide by all the school's equality and diversity policies, procedures and codes.

The school will have an equality page on its website, in order to demonstrate how it is complying with the PSED in the Equality Act 2010, and advancing equality of opportunity.

#### **Equality objectives**

The school is committed to promoting the welfare and equality of all its staff, pupils and other members of the school community. To achieve this, the school has established the following objective:

**To create an inclusive school environment where all pupils, regardless of their background, ethnicity, gender, disability, or socioeconomic status, feel valued and have equal access to educational opportunities.**

#### **To achieve this as a school we will:**

- Monitor the progress of pupils in all groups
- Embed our anti-bullying policy to eliminate discrimination
- Ensure our curriculum is diverse and inclusive
- Continue to promote equality for all
- Support the health and wellbeing of our school community

#### **Collecting and using information**

The school will collect equality information for the purpose of:

- Identifying key issues, e.g. unlawful discrimination in teaching methods.
- Assessing performance, e.g. benchmarking against similar organisations locally or nationally.
- Taking action, e.g. adapting working practice to accommodate the needs of staff who share protected characteristics.

The school will build an equality profile for staff to assist with identifying any issues within their recruitment regime. The school will obtain the following information from their staff:

- Recruitment and promotion
- Numbers of part-time and full-time staff
- Pay and remuneration
- Training

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- Return to work of women on maternity leave
- Return to work of disabled employees following sick leave relating to their disabilities.

### **Appraisals**

- Grievances (including about harassment)
- Disciplinary action (including for harassment)
- Dismissals and other reasons for leaving

The school will use the information they obtain to analyse any gaps present in their practices.

Any personal data the school collects will be processed in accordance with the General Data Protection Policy.

### **Publishing information**

The school will publish information to demonstrate its compliance with the Act.

The school will publish information relating to persons within the school community who share relevant protected characteristics, these will include:

- Other persons affected by the school's policies and procedures

The school will not provide this information if:

- The employee is employed under contract personally to do work.
- The employer does not have, and it is not reasonably practicable for the employer to obtain the data.

The school will publish findings in their annual report.

### **Promoting equality**

In order to meet our objectives, the school has identified the following priorities:

- To provide mental health and wellbeing training for staff
- To have Mental Health lead in the school
- To ensure our Positive Behaviour Policy is supportive of all pupils in the school

The school will consult with stakeholders to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning.

Equality objectives will be published at least every four years commencing on the date of the last publication.

Bullying and prejudice will be carefully monitored and dealt with accordingly.

Annual training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

### **Addressing prejudice-related incidents**

The school is opposed to all forms of prejudice and we recognise that pupils and staff who experience any form of prejudice-related discrimination may fare less well in the education system.

The school will ensure that pupils and staff are aware of the impact of prejudice in order to prevent any incidents from occurring.

If incidents continue to occur, the school will address them immediately Following the

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appropriate school procedures

### **Appeal process**

Staff members retain the right to appeal against a decision on the acceptability of their appearance e.g. dress code, using the school's grievance procedure.

The school will adhere to the Complaints Procedures Policy when following the grievance procedure.

### **Curriculum**

All pupils will be entitled to access a broad and balanced curriculum and to teaching and learning opportunities which meet their needs, including extra support where this has been identified as a statutory need.

When planning the curriculum, the school will take every opportunity to promote and advance equality.

When teaching the curriculum, the school will promote equality and will not subject individuals to discrimination.

The school will develop an appropriate curriculum for all pupils in all vulnerable groups.

The school will ensure PSHE lessons are designed for pupils to develop their knowledge of the world and the importance of equality.

### **Monitoring and review**

The headteacher will review this policy annually, to ensure that all procedures are up-to-date and report to Governors.

The policy will be monitored and evaluated by the headteacher and governing board in the following ways:

- Individual attainment data
- Equal opportunities recruitment data
- Equality impact assessments
- Ofsted inspection judgements on equality and diversity
- Incident records related to harassment and bullying

Any changes made to this policy will be communicated to all members of staff.

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