

BRAMCOTE C OF E PRIMARY SCHOOL



EQUALITY POLICY

MARCH 2026

Ratified by Full Governing Body	March 2026
Reviewed by P&P Committee	March 2026
Next scheduled review	March 2027

Equality Statement and Legal Duties

As a school, we welcome our duties under the Equality Act 2010. 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.

General Equality Duty

We have due regard to the need to:

- eliminate discrimination, harassment, 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.

Protected Characteristics

Under the Equality Act 2010 the protected characteristics are:

- age (for employees, not for pupils as service users)
- disability
- gender reassignment
- marriage and civil partnership (employment context)
- pregnancy and maternity
- race (including colour, nationality, ethnic or national origin)
- religion or belief
- sex
- sexual orientation

Specific Duties and Publication

To demonstrate compliance with the general duty, we will:

- Publish information annually (by 30 March) showing how we meet the Public Sector Equality Duty (PSED) across our functions, using non-confidential, aggregated data and evidence;
- Prepare, set and publish one or more measurable equality objectives at least every 4 years, and report on progress annually;
- Consult and engage with stakeholders in developing our objectives and in reviewing progress.

Our published equality information may include (as proportionate for a primary school):

- school performance, attendance, behaviour and exclusions data;
- analysis of prejudice-related incidents and anti-bullying data;
- School Development Plan equality milestones and curriculum examples;
- governing body minutes showing equality considerations in decision-making;
- records of equality and anti-discrimination training for staff and governors;

- stakeholder survey findings (pupils, parents/carers, staff).

Where applicable (for schools with 150 or more staff), we will also publish staff-related equality information. We only publish information in an aggregated, non-identifiable form.

Using Data to Identify and Address Inequality

We collect and analyse data related to the protected characteristics, and assess this across our core school functions in order to identify priorities for our equality objectives. We pay particular attention to:

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

We also consider our local context (e.g. available demographic and LA data) in order to understand patterns and target our work proportionately.

Promoting Inclusion, Respect and Fundamental British Values

We recognise that our work on equality is central to the successful promotion of fundamental British values—respect, tolerance and the rule of law. Our curriculum prepares pupils for life in modern Britain and we work proactively to address prejudice and discriminatory language.

Our Vision and Ethos

- We believe that each child is a valued member of our school community, a gift from God. We want our children to experience “Life in All Its Fullness” (John 10:10) as part of living and loving like Jesus, so that everyone has the potential to grow in their own individual, unique way.
- We learn together to create a happy, caring, stimulating, creative and Christian community. We will love, encourage and nurture each other to unwrap and achieve our fullest potential in mind, body, heart and spirit.
- We respect and cherish differences; we are an inclusive school that welcomes all pupils regardless of background, special educational need, ability, gender or race.
- We believe that when each child is valued, they grow in confidence and independence, make informed choices and express themselves.
- We recognise and celebrate similarities and differences and help pupils to become kind, caring, tolerant, respectful and considerate members of the community.

Addressing Prejudice-Related Incidents

We oppose all forms of prejudice. We provide pupils and staff with awareness and training to prevent incidents. Where incidents occur, we record and address them promptly, and we report summary information to governors. In line with Local Authority guidance, we utilise LA reporting arrangements or tools where applicable, while ensuring that individual pupils are not identifiable.

Roles and Responsibilities

Governing Body:

Involve and engage the school community in identifying and understanding equality barriers and in setting objectives. Monitor progress and ensure equality information and objectives are published. Ensure staff have access to appropriate training and resources.

DEI Link Governor:

Monitor plans and policies linked to diversity, equality and inclusion and check that they are implemented effectively. Provide appropriate support and challenge to leaders to ensure representation and inclusion across pupils, staff, parents/carers and the wider community.

Head Teacher:

Promote key messages to staff, parents and pupils about equality; ensure training is in place; ensure all staff record, report and respond appropriately to prejudice-related incidents.

Senior Leadership Team:

Support the Head Teacher; ensure fair treatment and access to opportunities; ensure all staff record, report and respond appropriately to prejudice-related incidents.

Teaching Staff:

Deliver inclusive curricula and uphold commitments to pupils and parents/carers. Record, report and respond appropriately to prejudice-related incidents.

Non-Teaching Staff:

Support the school in providing equitable service to all stakeholders. Record, report and respond appropriately to prejudice-related incidents.

Parents/Carers:

Play an active role in identifying barriers and informing governors about actions to eradicate them; support and challenge the school to meet its equality commitments.

Pupils:

Support the school's commitment to tackling inequality and uphold the standards expected of all members of the community.

Local Community Members:

Identify barriers for the school community, inform the governing body of actions that can be taken and support the school in achieving equality of opportunity for all.

Publication and Accessibility

We make this policy, our published equality information and our equality objectives available on our school website: www.bramcoteprimaryschool.co.uk

Breaches

Breaches of this policy will be dealt with in line with our wider school policies, as determined by the Head Teacher and Governing Body.

Monitoring and Review

- We review equality information and progress against our objectives annually (by 30 March) and report to the Governing Body.
- Equality objectives are republished at least every four years in line with the specific duties.
- This policy is scheduled for next review in March 2027.

(Note: This version incorporates clarifications to align with DfE advice on the Equality Act 2010 and EHRC guidance for schools (publication cadence, protected characteristics, and evidence expectations).