

Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn



Equality Policy

Date adopted: March 2026

Review date: March 2030

Equality Statement

We are committed to ensuring equality of education for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic 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 stereotyping and creating an environment which champions respect for all.

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
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- Marriage and Civil Partnership (for employees)

In order to meet our general duties listed above, the law requires us to carry out 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)
- Prepare and publish equality objectives which we will review on an annual basis
- Consult all our stakeholders in the development of our equality objectives and report on progress against our objectives on an annual basis

In order to do this effectively, 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, but we will analyse available data relating to the context of our local community, including hate crime and demographic information.

In relation to school provision we will pay particular attention to 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 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.

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.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development
- Aim to reduce and remove existing inequalities and barriers
- Consult and involve widely
- Strive to ensure that society will benefit

Addressing Prejudice Related Incidents

The school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. 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 may seek support from Warwickshire Local Authority.

Responsibility

We believe that promoting Equality is the whole school's responsibility:

School Community	Responsibility
Governing Body	<ul style="list-style-type: none"> • Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. • Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives. • Ensuring that staff have access to appropriate training and resources.
Head Teacher	<p>As above including:</p> <ul style="list-style-type: none"> • 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 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, report and respond appropriately to prejudice related incidents.
Senior Leadership Team	<p>To support the Head as above:</p> <ul style="list-style-type: none"> • Ensure fair treatment and access to services and opportunities.

	<ul style="list-style-type: none"> • Ensure that all staff are aware of their responsibility to record, report and respond appropriately to prejudice related incidents.
Teaching Staff	<ul style="list-style-type: none"> • 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, report and respond appropriately to prejudice related incidents.
Non-teaching staff	<ul style="list-style-type: none"> • 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 expect to be treated. • Support colleagues within the school community. • Ensure that you are aware of your responsibility to record, report and respond appropriately to prejudice related incidents.
Parents/Carers	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Supporting 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 expect to be treated.
Local Community	<ul style="list-style-type: none"> • 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 Policy and our published equality information and equality objectives by publishing them on the school website.

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. Any breach of this policy in relation to racism will be reported to Warwickshire Local Authority using the appropriate form.

Monitor and Review

Every four 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.