Breadsall Hill Top Primary

Equality Policy

(including Public Sector Equality Duty)

Review frequency: Every four years and publish information annually - September 2026

BHTP Equality Policy Statement

Introduction

Breadsall Hill Top Primary recognises and believes in its duty to and will be proactive in working to:

- eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct;
- advance equality of opportunity between those who have protected a characteristic and those who do not;
- foster good relations between those who have a protected characteristic and those who do not.

Objectives

The objectives of BHTP's Equality Policy are to:

- develop an ethos which respects and values all people
- actively promote equality of opportunity
- prepare pupils for life in a diverse society
- promote good relations amongst people within the BHTP community and the wider communities in which we work
- eliminate all forms of unfair discrimination, bullying, harassment or other oppressive behaviour
- deliver equality and diversity through BHTP policies, procedures and practice
- do our utmost, within available resources, to remove barriers which limit or discourage access to BHTP provision and activities
- take positive action to provide encouragement and support to individuals and groups whose progress has been limited by stereotyping and cultural expectations
- monitor the implementation of equality and diversity within BHTP
- set targets for improvement and evaluate the impact of equality and diversity action in achieving our goals.

Legal Framework

The Equality Act 2010

The Equality Act 2010 (Specific Duties) Regulations 2011

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools, the technical guidance for schools from the Equality and Human Rights Commission and guidance from the Government Equalities Office on meeting the specific duties that support the Public Sector Equality Duty.

This document also complies with our funding agreement and articles of association.

As a school, we are required to publish equality information every year:

- We must report on at least 1 equality objective once every 4 years – we've chosen 30 March 2026 to be our deadline for this

The Public Sector Equality Duty came into force across Great Britain on 5 April 2011. It means that public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees.

Policy

Breadsall Hill Top Primary will fulfil its Public Sector Equality Duty by drawing up and publishing equality objectives every four years and annually publishing information demonstrating how we are meeting the aims of the Public Sector Equality Duty.

BHTP welcomes its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We fully embrace 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.

The Guiding Principles

BHTP's policy and practice is proactive and reflects the following nine principles:

Principle 1: All learners are of equal value

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity

Principle 2: We recognise and respect difference

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless consider differences of life-experience, outlook and background, and the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised

- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment

Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

We consult and involve:

- disabled people as well as non-disabled
- people from a range of ethnic, cultural and religious backgrounds
- both women and men, and girls and boys
- gay people as well as straight
- transgender people

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- LGQBT+ people as well as straight
- transgender people

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 8) and the engagement in which we have been involved (Principle 7), in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every year, BHTP draws up an action plan setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

The Curriculum/Teaching and Learning

Equality and diversity are embedded as far as possible in all areas of the curriculum and pupils are given opportunities to explore prejudice and discrimination, and to positively explore differences in relation to race/ethnicity, religion/belief, gender, disability etc. This is implemented through a diverse and exciting curriculum, which is carefully planned and monitored. Assessment data will be used to monitor the progress of particular groups. Particular attention will be given to identified trends in performance, in order that any patterns can be challenged and met.

Stereotyping will be challenged through school assemblies, PSHRE work, class discussions and through visual displays around the school environment. When considering particular roles and responsibilities all children will be considered equally.

Ethos and Organisation

BHTP ensures the 'Guiding Principles' above apply to the full range of policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians working with the wider community.

Addressing Prejudice and Prejudice-related Bullying

BHTP is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in the introduction:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

The BHTP gives guidance to staff on how prejudice-related incidents should be identified, assessed, recorded and dealt with. [See School Behaviour Policy]

The BHTP keeps a record of prejudice-related incidents and, if requested, can provide a report about the numbers, types and seriousness of prejudice-related incidents at the BHTP and how they are dealt with.

Roles and Responsibilities

The Headteacher is responsible for ensuring that BHTP complies with legislation and that this policy and its related procedures are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Headteacher is also responsible for the formation of the BHTP's equality plan and the monitoring of its effectiveness. **See Appendix 1 BHTP's objectives and reviews.**

All teaching staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the guiding principles above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and Resources

The content of this policy is to be made known to all staff and interested parties as appropriate, to all pupils and their parents and carers.

All BHTP staff have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff Development and Training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Breaches of the Policy

Breaches of this policy within BHTP 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.

Monitoring, Evaluation and Review

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and adjust as appropriate. In addition, progress is reviewed as part of Transform Trust's review of Standards.

In particular we collect, analyse and use data in relation to achievement broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

APPENDIX 1: Equality Plan

Equality Objectives for Breadsall Hill Top Primary

Current Plan: September 2024-26

Objectives for 2024/26	Planned Actions	Expected Impact /Review of Actions:
To raise awareness of Equality & Diversity throughout the BHTP community in relation to the protected characteristics.	• Raise awareness of aims and objectives of policy by sharing with staff and the wider community • Provide further staff training in all aspects of equality & diversity to support staff understanding and awareness • Introduce all aspects of statutory RHE into the PSHE curriculum and continue to build a shared understanding of this work with parents/carers so they can support this at home	• Eliminate unlawful discriminations and advance equality of opportunity • Foster good relations within the BHTP Community stakeholders and create law-abiding citizens of the future
To ensure that BHTP promotes role models and heroes that its children can positively identify with, who reflect and broaden the school's diversity in terms of race, gender and disability.	• Ensure any selection processes are aware of, and take account, of the school's aims regarding equality and diversity • Consider opportunities to promote diversity through all aspects of the curriculum • Promote engagement of visiting speakers/educational visits to school to broaden children's perceptions of equality and diversity • Ensure the school calendar and displays reflects opportunities to reflect and remember the importance of diversity	• Eliminate unlawful discriminations and advance equality of opportunity • Foster good relations within the BHTP Community stakeholders and create law-abiding citizens of the future • Reflect the cultural diversity of the BHTP community • Create a culture of celebration and appreciation of equality and diversity

To ensure tolerance and respect towards all individuals who identify with any of the protected characteristics.	• Ensure regular analysis of any negative behaviour incidents to establish if there are any patterns related to protected characteristics and ensure any necessary action is taken to mitigate this – education NOT punishment • Utilise collective worship (assembly) opportunities to promote equality and diversity and to tackle issues of discrimination or oppression for any protected groups • Respond to world news/current affairs issues (related to any individuals/protected characteristics) through assemblies or PSHRE sessions where appropriate • Continue to promote the BHTP's values and expectations in relation to equality through communications with all stakeholders to create a shared understanding of diversity and/or British Values	• Increased awareness and understanding of diversity to help inform decision-making and perception
To promote 'Learning Without Limits' for ALL children. **To continue to provide quality of education for all learners with a specific focus on raising aspiration and diminishing the attainment gap.**	• Monitor and evaluate attainment and progress data termly for all groups of learners • Ensure follow up action implemented to diminish any resultant gaps in learning through effective intervention • Monitor and evaluate engagement of uptake at any extra-curricular activities or enrichment provision to ensure these opportunities are accessible to all	• Improved outcomes for all children in relation to attainment and progress • Diminish the difference in attainment between those children considered to be • 'disadvantaged' and those who are not. • Increased engagement in extra-curricular activities and enrichment programmes