

Burton CE Primary School Single Equality Policy

2025-2029



Issue date: Dec 2025
Date adopted: Dec 2025
Review Date: Reviewed October 2025 – Review information annually (Sept 2026) and publish objectives every 4 years (2029)
Signed by: <i>A Hibbert</i>
Approval committee: Governing Body

This policy reflects the [Equality Act 2010](#) which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975. The policy therefore supersedes all previous school policies on Disability, Ethnicity (i.e., Race) and Gender. Through this policy Burton CE Primary will fulfil its public duty to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation 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 a relevant protected characteristic
- Foster good relations in connection with disability, ethnicity, gender, religion, sexual identity, and where appropriate, age (applicable to employees only).

The guiding principles in this policy refer to all individuals and therefore are equally applicable to pupils, staff, governors in addition to visitors to Burton CE Primary School.

Legal framework

Duties as identified in the Equality Act 2010 and its [Schedules](#):-

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

- Sex
- age
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity
- Marriage or civil partnership

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Burton CE Primary School will seek to achieve positive action in respect of the Act.

It should be noted that all schools have a duty to comply with the Equality Act 2010 and the Public Sector Duties, and failure to do so could result in legal action against the school's Governing Body. Employees of the school acting on behalf of the Governing Body are also liable for their own discriminatory actions.

Burton CE Primary is mindful of the [Public Sector Equality Duty](#) which came into force on 5 April 2011, and will publish relevant information on the school's website including:

- Accessibility Plan
- Equal Opportunities Policy
- [Equality Objectives](#) from 6 April 2012 and to monitor, and report upon these annually.

As a C of E school with a strong Christian character this policy outlines the commitment of the staff and governors of Burton CE Primary School to promote equality and fairness within our community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for identified groups.

Good Practice

1. We strive to achieve a cohesive community where parents feel fully engaged in the school and expect that children respect one another and behave with respect to one another.
2. We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.

3. We support 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](#). Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.
4. We consider it prudent and sensible to maintain the practice of logging racist incidents and reporting them to the Governing body via the HTs termly report. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics, e.g., homophobic bullying. We also monitor and log bullying incidents directed towards those with special educational needs.

Guiding principles

In fulfilling the legal obligations and establishing our school ethos, we are guided by 9 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, religious affiliation, national origin or national status,
- whatever their gender or gender identity,
- whatever their sexual identity.

Principle 2: We recognise and respect difference

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in 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 are valued and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- Sexual orientation and Gender Identity, so that personal choices are respected and prejudice avoided.

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

Policies, procedure and activities promote:

- positive attitudes and actions 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, women and men and an absence of sexual and homophobic harassment.

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

Policies and procedures 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 of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 6: We consult and involve widely

People affected by a policy or activity should be consulted and involved in the design of new policies and in the review of existing ones. Consultation involves:

- disabled and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 7: We address prejudice and prejudice related bullying

We oppose all forms of prejudice which stand in the way of fulfilling the legal duties listed above:

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

Principle 8: Society as a whole should benefit

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 and non-disabled;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- gay people as well as heterosexual.

Principle 9: Objectives (covered by Equality Objectives after 6/4/12)

Each year we formulate and publish specific and measurable equality objectives, based on the evidence we have collected and published, in relation to:

- disability;
- ethnicity, religion and culture;
- gender.

Arrangements, Roles and Responsibilities

1. The equality objectives for Burton CE Primary will be set out formally. They will be reviewed annually, and refreshed on a four year cycle.
2. The governing body will ensure that the school complies with legislation and that this policy and it's related procedures and strategies are implemented.
3. The headteacher is responsible for implementing the policy; ensuring that all staff are aware of their responsibilities and given appropriate training and support and taking appropriate action in any cases of unlawful discrimination

4. The staff are expected to:
 - adhere to this policy;
 - promote an inclusive ethos in their classroom;
 - deal with prejudice related incidents that may occur;
 - report any such incidents on CPOMS and notify the HT or a member of SLT as appropriate;
 - identify and challenge bias and stereotyping within the curriculum;
 - support pupils with identified characteristics within their classroom;
 - attend and disseminate appropriate training that enables Burton CE Primary to keep up-to-date with equality issues;
 - provide and analyse quantitative and qualitative data that supports better understanding of equality groups and any issues that may arise, e.g., attendance, bullying, exclusion;

Curriculum

5. Curriculum information will also be evaluated by looking specifically at equality groups in addition to the standard analysis conducted by the school and adjustments as appropriate to ensure that equality groups are supported positively.
6. All other data relating to whole school monitoring will encompass scrutiny of equality information so that groups are supported positively.
7. When it is reviewed, each curriculum subject or area will ensure that teaching and learning will reflect our Guiding Principles as set out above.

Burton CE Primary is opposed to all forms of prejudice that could act as a barrier to achieving our legal duties and a cohesive community. These include prejudice or discrimination based on:

- disability;
- special educational needs;
- race or ethnicity
- gender and transgender;
- religious groups and communities;
- Travellers, migrants, refugees and people seeking asylum;
- sex or gender identity

Some of the ways we aim to meet our obligations under the Equality Act 2010:

- Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.
- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have
- 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 activities and responsibilities)
- 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 where appropriate
- Working with our local community. This includes inviting leaders of local faith groups to speak with the children in connection with the curriculum, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with barriers that might arise for 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.

- We will continue to develop links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach
- Consider the impact of significant decisions on particular groups, for example, when a school trip or activity is being planned.

Member of staff with Lead Responsibility for this policy:	Alison Timmings (Headteacher)
Governing Body responsibility:	Chair of Governors
Approved by Governing Body on:	Dec 2025
Policy due to be refreshed by:	Dec 2029

Equality Objectives 2025 – 2029

1. To develop links with external agencies; and introduce programmes that can enable us to better support and level the playing field and improve outcomes for pupils who are disadvantaged so that they make progress that is comparable with their peers.

Data shows that these groups underperform nationally. School data shows that attendance and attainment for some of our PP and SEND pupils is below that of their peers. We intend to further work with external agencies to find ways to support the attendance of these families. This work will be led and monitored by the SENDCO and PSW.

School data shows that we are identifying an increasing number of children who are struggling with SEMH needs or are open to CSC who also have poor attendance and struggle academically due to their social and emotional needs as well as practical barriers such as hunger and tiredness. We intend to continue to improve our identification of these pupils; work with external agencies to provide support; improve the ability of all staff to meet these pupils social and emotional needs through the implementation of the Stormbreak programme as well as the work of the pastoral team – which also includes support to the wider family. This work will be led by the SENDCO; PSW and DHT.

2. To promote our vision of 'Belong' and develop a culture of acceptance of difference and diversity and further support the school view of inclusion for all.

Our children are supportive and understanding of difference. They tell us that they feel safe in school and use of derogatory language or prejudiced bullying or unkindness is rare. However our children live in a typically white British village and exposure to difference can be limited. We intend to continue our work to ensure that our curriculum is planned and delivered in a way that can broaden their horizons. We will introduce and embed the 'No Outsiders' programme to support children in considering and discussing how people are different and the same and how we respond to difference.

3. To encourage disadvantaged groups to have high aspirations

National data shows that pupils from disadvantaged backgrounds have lower aspirations. We intend to improve the careers based education for all pupils but with a specific focus on widening the career aspirations and options for those in receipt of pupil premium, LAC and young carers. We will engage with external agencies to provide opportunities for pupils to expand their knowledge of career paths – e.g MyTime.