



BADSWORTH
CofE School

CARE – Prepare – Believe
'I can do all things through Him who strengthens me.'
Philippians 4:13

EQUALITY POLICY

November 2025

School Aims and Ethos

Badsworth CE J& I School is a voluntary controlled Church of England school, with strong links to St. Mary's Church. As such the school promotes Christian values, in keeping with its foundation status. However while we promote the distinctive Christian Character of the school, we also promote an understanding of, and respect for, other faiths and cultures. Indeed our Christian heritage ensures that we provide an inclusive environment for all stakeholders regardless of their ability, their ethnicity, their culture, their national origin, their religious or non-religious affiliation, their gender or gender identity or their sexual identity.

This links closely with one particular aspect of our school vision – CARE – Consider and Respect Everyone as Jesus Taught.

We believe education is a partnership between parents/carers, teachers and children and that only with co-operation, mutual support and respect can we develop each child's potential to the full – academically, socially and morally.

It is our intention to create a loving and happy atmosphere in which the children and teachers can work purposefully and effectively ensuring that everyone can flourish. The atmosphere is one in which children feel welcomed and safe and everyone feels they belong. We provide a Christian environment in which the children can develop into thoughtful and caring people, with respect for themselves, each other and the environment.

We expect our children to behave well, demonstrate manners and to work hard to achieve to their potential. To this end, we provide a wide range of stimulating and interesting activities to motivate the children. We offer all children the opportunity to progress at their level, regardless of learning, emotional or physical difficulties or their race or gender.

We believe that a sound education while in primary school is an essential prerequisite for developing lifelong learners. It is, however, important that knowledge in any subject is based upon real understanding, and is not restricted to the ability to produce mechanical responses. Through meaningful learning and relevant and balanced teaching, we hope to produce well rounded learners who demonstrate independence, initiative and self-discipline.

Endeavour and both personal and collective achievement are praised and shared among all pupils, staff, parents, Governors and the community of the school.

Badsworth CE J&I Guiding Objectives

Objective 1: All learners are of equal value.

We see all learners and potential learners, their parents and carers, staff members, governors & all other stake holders as of equal value.

Objective 2: We recognise and respect difference.

Through aspects of our school vision and Christian Values we believe in treating people equally (Objective 1 above) does not necessarily involve treating them all the same. Our 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 barriers and disadvantages people may face.

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

Objective 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.

Objective 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.

Objective 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.

Objective 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.

Purpose of the Equality Policy

The Public Sector Equality Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools and Academies, and extends to certain protected characteristics:

- race
- sex
- age
- disability
- religion or belief
- sexual orientation
- pregnancy & maternity
- gender reassignment.

This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils.

All public bodies were previously bound by three separate sets of duties to promote disability, race and gender equality. The simpler, less bureaucratic, PSED has replaced those three duties.

With the PSED, as with the previous general duties, schools are subject to the need to have due regard to the three elements outlined above. What having "due regard" means in practice has been defined in case law and means giving relevant and proportionate consideration to the duty. For schools this means:

- Decision makers in schools must be aware of the duty to have "due regard" when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.
- Schools should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.

- The PSED has to be integrated into the carrying out of the school's functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind – it is not just a question of ticking boxes or following a particular process.

According to the Equality & Human Rights Commission, 'age' and 'being married or in a civil partnership', are not to be included in the provisions schools make to ensure equality. We assume this is because firstly, the very nature of the curriculum dictates that children are treated differently in school according to their age, and secondly issues of marriage or civil partnership are not relevant in this context. Thus these two categories are left out with reference to pupils. However, at Badsworth CE J&I School we realise that they could be very pertinent to some of our other stakeholders i.e. parents, staff, governors & community members. As such we try to ensure stakeholders are not discriminated against by our policies and practices, including where appropriate, in issues of age or family situation.

We also recognise within this Policy the inequality linked to poverty and socio-economic factors. In short the purpose of this document is to help us to treat all of our stakeholders fairly and equally.

Setting our Priorities

The priorities for the Equality Policy are set in light of:

- Analysis of School Data
- Pupil, Parent and Staff Surveys
- Governing Body Meeting

Responsibilities

Governing Body

The governing body has a duty to promote equality of opportunity and eliminate discrimination. Functionally, the governing body discharges this responsibility through the Headteacher and the Senior Management Team.

Senior Leadership Team (SLT)

The Senior Leadership Team (SLT) promotes equality and eliminates discrimination by:

- raising awareness of all the duties within the whole school community
- referring to relevant and up-to-date documentation from the Equality and Human Rights Commission (EHRC)
- ensuring understanding of the broad legal definition of disability
- sensitively encouraging declaration of protected characteristics by children and young people, parents/carers, staff and other users of the school
- working with trade unions to implement the relevant duties in employment functions
- ensuring that the principles of relevance, proportionality, reasonable adjustment and positive action are applied appropriately
- providing appropriate training for staff, Governors and other members of the school community
- monitoring the outcomes and impact of provisions, criteria and practices on all groups, and responding with appropriate actions
- in the event of expectations not being met, ensuring action is taken.

All Members of the School Community

The school regards 'equality for all' as a responsibility for all. All members of our community (parents, staff, governors, volunteers, children) contribute to ensuring that our school is a fair, just and inclusive by:

- contributing to the Equality Policy implementation and review process
- raising equality issues with line managers
- maintaining an awareness of the school's current Equality Policy and the Provision, Criterion or Practice (PCP) to which it relates
- implementing PCP in accordance with agreed protocols and standards

- behaving with respect and fairness to all members of the school community

Purpose and process

The collection of information is crucial to supporting us in deciding what actions to take to improve equality and eliminate discrimination within the school community. The information also subsequently helps us to review our performance so it needs to be detailed enough to enable us to measure how we are delivering on equality duties.

Types of information gathered

The wide range of information gathered to support our planning and action to promote equality and eliminate discrimination includes the following:

- identification of children, parents, carers, staff and other users of the school according to various groupings
- children's views via both questionnaires & photographs
- adult stakeholder questionnaires
- pupil attainment and progress data relating to different groups
- sports and activities choices of all groups
- exclusions data analysed by group
- records of bullying and harassment on the grounds of any equality issue
- data on the composition of both staff & governors.

The curriculum

Subject Leaders keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above. Alongside the teaching of PSHE, the protected characteristics are highlighted on the long term plan so these are clearly identified to encourage open discussions. As part of our weekly Picture News Collective Worship, the protected characteristics are discussed.

Vision and organisation

We ensure the principles listed above apply to the full range of our 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.

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.

Monitoring

The various aspects of this policy will be monitored every year or when legislation differs.

- The Assessment Coordinator/SENDSCO will monitor the progress of pupils from minority groups, comparing it with the progress made by other pupils in the school
- The governors will monitor the staff appointment process, so that no one applying for a post at this school is discriminated against
- The Headteacher will monitor 'CPOMS' for incidents of discrimination.

Incidences of Discrimination at Badsworth School

The school is opposed to all forms of discrimination and prejudice which stand in the way of fulfilling the legal duties:

The Headteacher will ensure that all staff are aware of the following procedures for reporting and recording incidents of discrimination by the children:

- Reported to the Headteacher or another member of the SLT.
- Recorded on a CPOMS form or incident form if a staff member. The incident will be recorded as racial, gender, age, sexual orientation, gender reassignment or disability discrimination respectively.
- The parties involved in the incident of discrimination will be interviewed by the Headteacher/SLT member and another member of staff – records of the interview will be recorded on the CPOMS/Incident Sheet. As appropriate, the incident could be discussed by a Committee of the governing body and/or reported to the LA.
- Parents will be contacted.
- The Headteacher will seek advice from outside agencies where this is deemed necessary/appropriate.

Incidences of discrimination involving adult stakeholders should be reported to the Headteacher. Should the incident involve the Headteacher, the schools complaints policy should be followed.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

All incidents of discrimination will be included in the Headteacher's reports to governing body.

Publication

The Parents Handbook includes a reference to the Equality Policy and the values underpinning it. The policy is also available on the school website or in paper form from the school office.

Review

As part of the review of the Equality Policy, the school commits to revisiting and analysing the information and data used to identify priorities for the School Development Plan.

The review of the Equality Policy informs the setting of new priorities and action plans. This process continues to:

- involve the participation of a full range of stakeholders;
- be evidenced based - using information and data that the school has gathered and analysed;

Appendix 1

Definition of Discrimination

Discrimination can be defined in the following ways:

1. Direct discrimination

Direct discrimination occurs when you treat a pupil less favourably than you treat (or would treat) another pupil because of a protected characteristic. (See legal framework.)

2. Discrimination based on association

Direct discrimination also occurs when you treat a pupil less favourably because of their association with another person who has a protected characteristic.

3. Discrimination based on perception

Direct discrimination also occurs when you treat a pupil less favourably because you mistakenly think that they have a protected characteristic.

4. Indirect discrimination

Indirect discrimination occurs when you apply a provision, criterion or practice in the same way for all pupils or a particular pupil group, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage.