

BENTLEY ST PAUL'S C OF E PRIMARY SCHOOL

EQUALITY DIVERSITY AND INCLUSION STATEMENT



'Growing together in faith, love and trust, we will succeed.'

And we know that God causes everything to work together for the good of those who love God and are called according to his purpose for them. Romans 8 v28

At Bentley St Paul's, we encourage and support children in achieving their full intellectual, spiritual, physical, social and emotional potential. In a welcoming and caring community founded upon Christian values, we strive to develop happy, confident and independent children, inspiring them to be life-long learners.

Date: January 2025

Review date: January 2026

Legal Framework

1. We welcome our 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, religion and sexual identity. This includes the public sector equality duty (PESD) set out in section 149 of the Equality Act 2010.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.
4. Due regard is given (as laid out under section 109(2) of the Education Skills Act 2008) to the need to:
 - ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under Equality Act 2010.
 - ✓ Advance equality of opportunity between persons who share relevant protected characteristics and persons who do not share it.
 - ✓ Foster good relations between persons who share relevant protected characteristics and persons who do not share it.

Guiding principles

5. In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All members of our school community are ‘children of God’ and are of equal value

We recognise that it is against the law to discriminate against any member of our school community in relation to the following protected characteristics:

- ✓ **Age;** A person belonging to a particular age or range of ages. Guidance on [age discrimination](#).
- ✓ **Disability;** A person has a disability if that person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities. Guidance on [disability advice and guidance](#).
- ✓ **Gender reassignment;** The process of transitioning from one gender to another. Guidance on [gender reassignment discrimination](#)
- ✓ **Marriage and civil partnership;** Marriage is a union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act). Guidance on [marriage and civil](#)

[partnership discrimination](#)

- ✓ **Pregnancy and maternity;** Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding. Guidance on [pregnancy and maternity in the workplace](#).
- ✓ **Race;** Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, nationality (including citizenship) and ethnic or national origins. Guidance on [race discrimination](#).
- ✓ **Religion or belief;** Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Guidance on [religion or belief at work](#).
- ✓ **Gender and sexual identity;** [Guidance on sex discrimination](#)
- ✓ **Sexual orientation;** Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes. Guidance on [sexual orientation discrimination](#).

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but must nevertheless take account of differences in clothing, hair [[Preventing hair discrimination in schools | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)], 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 and experiences of prejudice are recognized;
- ✓ gender, so that the different needs and experiences of girls and boys, women and men are recognised;
- ✓ religion, belief or faith background; and
- ✓ sexual identify.

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 people with disabilities, 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; and
- ✓ 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

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; and
- ✓ whichever 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, 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; and
- ✓ people of different gender and sexual identity.

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:

- ✓ people with disabilities as well as non-disabled people;
- ✓ people from a range of ethnic, cultural and religious backgrounds;
- ✓ people of different gender and sexual identity;
- ✓ people of different sexual orientation.

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:

- ✓ people with disabilities as well as non-disabled people;
- ✓ people of a wide range of ethnic, cultural and religious backgrounds;
- ✓ people of different gender and sexual identity;
- ✓ people of different sexual orientation.

Principle 8: We base our practices on sound evidence

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

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

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

7. The objectives that we identify take into account national and local priorities and issues, as appropriate.

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

Objective	Key Actions	Lead Person
To recognise and celebrate, through our curriculum and learning environments, the languages, cultures, religions, and races which represent our pupils, staff and families.	SLT to monitor/audit the coverage within the curriculum and the learning environments around the school on a termly basis to ensure representation.	SLT
To ensure all children participate in or are encouraged to participate in school clubs; so that all groups are represented and that there is no discrimination or imbalance within the group (with the possible exception of a club/activity specifically targeted at pupils with a particular need).	Office Manager/HT to ensure club information is accessible to all families; Office Manager/HT to ensure selected pupils reflect the demographic of the school community; Office Manager/HT to review club membership termly and identify any needs for a club that targets a specific group of pupils.	Sports Coordinator/HT/School Secretary

<p>To continue to improve the overall balance of the membership of the Governing Board, not only by taking account of individuals' skills and experience, but also seeking to identify candidates from groups which are under-represented compared with the make-up of our pupil population.</p>	<p>To actively promote, among parents, prospective parents and other stakeholders a greater awareness of the Governing Board and its role, whilst emphasising our aim to ensure that its members are more representative of the background and particular needs of the pupils entrusted to our care</p>	<p>Chair of the Local Board</p>
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The curriculum

9. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the nine principles set out in section 5 above.

We are responsible for a broad and balanced provision. We deliver a high quality and holistic education by bringing together curriculum, teaching, assessment and the outcomes that all learners achieve.

We amend our curriculum to meet the needs of all learners including SEND, EAL and less advantaged pupils. We ensure equal access to high quality education for all learners. We are ambitious for the outcomes that all our learners achieve.

Our curriculum extends beyond the academic and includes preparing learners for life in modern Britain. We equip our learners to be respectful citizens, develop their understanding of and appreciation for diversity, celebrate what we have in common and promote respect for the different protected characteristics as defined in law.

Ethos and Organisation

10. We ensure the principles listed in section 5 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; and
- ✓ working with the wider community.

Addressing prejudice and prejudice-related bullying

11. The school is opposed to all forms of prejudice that stand in the way of fulfilling the legal duties referred to in sections 1–3 above:

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

12. There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

13. We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

14. The governing body is responsible for ensuring that the school complies with legislation and that this policy, and its related procedures and action plans, are implemented.

15. All governors have responsibility for monitoring the effectiveness of its implementation.

16. The head teacher 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.

17. A senior member of staff has day-to-day responsibility for coordinating the implementation of the policy.

18. All staff are expected to:

- ✓ have a positive impact on all learners by encouraging good relations between all learners in behaviour, attitudes and personal development;
- ✓ promote an inclusive, positive and collaborative ethos in their classroom;
- ✓ deal with (at speed) any prejudice-related incidents that may occur;
- ✓ plan and teach a curriculum that reflects the principles in section 5 above;
- ✓ support pupils in their class whom have special educational needs or disability (SEND);
- ✓ support pupils in their class for whom English is an Additional Language (EAL);
- ✓ keep up-to-date with equalities legislation relevant to their work;

- ✓ celebrate what all of their learners have in common;
- ✓ develop learners understanding of diversity; and
- ✓ promote respect for all the different protected characteristics as defined in the Equality Act 2010.

Information and resources

19. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

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

Religious observance

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

22. 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

23. Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

Monitoring and evaluation

24. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

25. In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to:

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

Equality Information *

Number of pupils on roll at the school: 210

Age of pupils: 4 to 11

Information on pupils by protected characteristics

The Equality Act 2010 protects people from discrimination on the basis of protected characteristics. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on protected characteristics.

Information on other groups of pupils

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs or Disabilities (SEND)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Looked after children
- Other vulnerable groups

Race/Ethnicity	%	Race/Ethnicity	%
White British	86.6	Other Ethnic Group	0
Pakistani	0.5	Turkish/Turkish Cypriot	0
White and Asian	0	Other Mixed Background	1.9
White and Black African	1	White Other	4.3
Refused	0.5	White Eastern European	3.8
White and Any Other Ethnic Group	4.7	Other Black African	1.9
Black Caribbean	0.5	Indian	0
White Western European	0	Other Asian	1.4
Other Chinese	0	Any other Black Background	0.5
Bangladeshi	0	Black - Nigerian	1.9
White Irish	0		

Gender: 52.2% (109) male, 47.8% (98) female

Pupils eligible for Free School Meals (FSM): 5%

Pupils eligible for Pupil Premium Funding – Disadvantage group: 7.6%

Pupils with Special Educational Needs or Disabilities (SEND): 15% **Pupils with English as an Additional Language (EAL):** 6%

Pupils Not White British: 11%

Looked after children: 0.5% Previously looked after: 2%

* Data correct as of 10.01.2024