Bushfield Road Infant School

Equality & Diversity Policy

Valid until Autumn 2026

This policy will be reviewed annually, or earlier in the event of any updates.

Bushfield Road Infant School Mission Statement

At Bushfield Infants, we provide a positive, happy and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self-esteem and self-confidence, which enables them to become confident lifelong learners.

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Overview

Bushfield Road Infant School welcomes and is actively accepting of pupils, students and staff from diverse backgrounds; our school is an inclusive community.

This policy reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in May 2014.

Part One sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

To view the school's current equality objectives, see our Aims and Objectives in Appendix One of this policy.

Part One- Our Aims

The primary aim of Bushfield Road Infant School is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

At Bushfield Road Infant School, we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

This means that:

- We take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all the activities of the school.
- We will make reasonable adjustments to ensure that the school environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We actively encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We ensure that the taught and wider curriculum help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.

- We ensure that our teaching and curriculum provision support high standards of attainment, promote common values, and help students to understand and value the diversity that surrounds them and challenge prejudice and stereotyping.
- We monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information helps the school to ensure that individual pupils are achieving their potential, that we are being inclusive in practice and that trends are identified which inform the setting of our equality objectives.
- We collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure that all staff have equality of opportunity. We do not put health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- We ensure that the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is an additional language. Auxiliary aids and services are provided for them, where reasonable adjustments are required. We ensure that all pupils are able to take part in extracurricular activities and we monitor the uptake of these to ensure that no one is disadvantaged on the grounds of a protected characteristic.
- We ensure that the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is an additional language. Auxiliary aids and services are provided for them, where reasonable adjustments are required. We ensure that all pupils are able to take part in extracurricular activities and we monitor the uptake of these to ensure that no one is disadvantaged on the grounds of a protected characteristic.

We seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed.

In planning the curriculum and resources we take every opportunity to promote and advance equality.

- Bullying and prejudice related incidents are carefully monitored and dealt with effectively and promptly.
- We expect all staff to be role-models for equal opportunities, to deal with bullying and discriminatory incidents effectively and to be able to identify and challenge prejudice and stereotyping.
- We will ensure consultation is regularly sought in the development and review of this policy.
- We regularly seek the views of pupils, parents, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We regularly review our accessibility plans.
- We ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what ‘reasonable adjustments’ mean in practice.
- Our equality objectives will be reviewed regularly.

Part Two- Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts). The ‘Protected Characteristics’ within equality law are:

- Age- A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18- 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- Disability- A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.
- Gender reassignment- A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.
- Marriage and civil partnership– Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- Pregnancy and maternity- Maternity refers to the period of 26 weeks after the birth (including stillbirths), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- Race- A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- Religion and belief- Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.
- Gender-A man or a woman.
- Sexual orientation- A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils. It is also unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians.

Prohibited Conduct' (acts that are unlawful):

- Direct discrimination- Less favourable treatment because of a protected characteristic.
- Indirect discrimination- A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- Harassment- Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

- Victimisation- Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- Discrimination arising from disability- Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.
- Gender reassignment discrimination- Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave.
- Pregnancy/maternity related discrimination- Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- Discrimination by association or perception- For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative. Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

Public Sector Duties (applies to schools):

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.

2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).

3. Foster good relations between people (tackle prejudice and promote understanding). In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

Reasonable Adjustments and Accessibility Plans Schools are required to:

- Take reasonable steps to avoid disadvantages caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non- disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources).
- Accessibility Plans which will:
  -Increase disabled pupils' access to the school. Curriculum
  -Improve the physical environment
  -Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate. The Accessibility Plan can be viewed on the school website.

For more information download guidance from the DfE: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools and Equality Human Rights website:

http://www.equalityhumanrights.com which includes the guidance for education providers (schools).

APPENDIX 1

Bushfield Road Infant School Equality Aims and Objectives

Aims

Bushfield Road Infant School aims to foster a sense of community in which all pupils and staff are valued and can thrive, regardless of background, religion, race, language, ability/disability, sexuality, gender or age. We will not tolerate racism, sexism, negative attitudes towards disability and other discriminatory practices. Any breach of this policy is dealt with by a member of the Senior Leadership Team. Where further action is needed, this will be taken in line with the school's behaviour policy or staff disciplinary procedure or complaints policy.

Objectives

We aim to:

- Encourage pupils to be open-minded and to be aware of prejudice;
- Help pupils to develop their self-esteem and to recognise that they are each valued as individuals through actively encouraging their access to the full curriculum and extra-curricular activities;
- Demonstrate that pupils are respected as individuals;
- Help each pupil to achieve their full potential;
- Enable pupils to contribute actively to the process of education by bringing their cultural experiences, values and perspectives to it;
- Be sensitive about equal opportunities issues in the selection of teaching materials and be aware of images and text, which may stereotype or denigrate groups or individuals;
- Ensure that Bushfield Road Infant School is an equal opportunities employer so that staff feel valued, supported and have appropriate advice and encouragement for professional development; and
- Use our resources to help those who need additional help to overcome barriers.

Policy reviewed: Autumn 2025