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| BENTLEY NEW VILLAGE PRIMARY SCHOOL |
| EQUITY AND DIVERSITY POLICY |
| REVIEWED: SEPTEMBER 2025 |

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| Headteacher: V simmons |

**EQUITY AND DIVERSITY POLICY**

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| **PERSON RESPONSIBLE FOR POLICY:** | **LAST UPDATED by Steve Stallard** |
| **DATE: September 2025** |
| **SIGNED:** | **ROLE: Equity and Diversity Lead** |
| **APPROVED: SLT** | **TO BE REVIEWED: September 2027** |

**OUR SCHOOL VISION**

Together, we will create a calm and welcoming learning environment and work together to secure success for all. We will strive to create a safe, caring, supportive and inclusive school.

Our school will equip its pupils with the skills that society and the local community demand and so we will value the skills and learning that children need in order to look after themselves, their families, their health, their mental well-being and their bodies. We will strive to teach the whole child and create life-long learners and pro-active citizens.

**ETHOS**

We believe that:

1. All children can learn. All staff and children are able to recognise the value of learning.
2. *All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.
3. Learning takes place in *all areas* of our school and through the *entire*learning day - inside and outside of the classroom.
4. Children should be taught how to learn; learning how to be an outstanding learner.
5. Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.
6. *All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.
7. Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning.
8. Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.
9. New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.

All children will be encouraged to develop as individuals.  Their creativity, talents, differences and uniqueness.

**OUR SCHOOL VALUES**   
  
**Determination – Resilience – Tolerance – Cooperation – Creativity – Curiosity**   
  
**Curriculum Mandate**   
Our New Village curriculum will offer equitable opportunities for all pupils to access a curriculum that is rich in knowledge, experiences, understanding and language that represent the best of humankind.  Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing.  Through the curriculum, children are exposed to diversity through celebrating, studying and appreciating differences and similarities.  We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners.  Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the New Village key values when faced with challenge because we know what challenges us changes us

Our mission statement, **“What challenges us, changes us.”**

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# Equality and the Law

The Equality Act 2010 brings together and replaces previous equality laws, including the Race Relations Act, the Disability Discrimination Act, and the Sex Discrimination Act. It simplifies and strengthens equality law, making it easier to understand and apply. The Act provides a single framework that outlines all the types of discrimination that are unlawful and extends protection in some important areas.

For schools, the main principles remain the same. Schools must not unlawfully discriminate against pupils on the basis of **sex, race, disability, religion or belief, or sexual orientation**. The Act also now protects **pupils who are pregnant** or **undergoing gender reassignment**. Schools that have already been meeting previous legal requirements are unlikely to need to make significant changes.

Some specific exceptions remain in place, such as those relating to curriculum content, collective worship, and admissions to single-sex or faith schools. However, there are a few new requirements that schools need to be aware of. For example, **it is now unlawful to ask job applicants about their health before offering them a job**, unless the questions relate directly to essential tasks of the role. This means schools should no longer ask applicants to complete general health questionnaires as part of the application process. Schools are encouraged to review their recruitment procedures to ensure they meet the requirements of both the **Health Standards Regulations** and **Section 60 of the Equality Act**.

The Equality Act supports the Government’s wider aims of reducing inequality and improving social mobility. It reflects a commitment to removing barriers that prevent individuals from achieving their full potential. The goal is to create a fairer society where all children, regardless of background, have the opportunity to succeed. The Act provides a more effective and consistent way to promote equality and tackle disadvantage in schools.

# Anti-Racism

At our school, every pupil has the right to access the highest quality education and to participate fully in all aspects of school life. We are committed to ensuring that all children are treated fairly, with respect and dignity, regardless of their background.

We have a zero-tolerance approach to racism and any form of racist behaviour. If a racist incident occurs, it will be dealt with promptly and appropriately to prevent recurrence and to uphold the values of our school community.

We strive to create an inclusive and welcoming environment for all pupils and families, including those from minority ethnic backgrounds. For instance, any offensive graffiti or discriminatory materials will be removed immediately, and appropriate action taken.

Our curriculum actively promotes understanding, respect and appreciation of cultural diversity. This is reflected not only in the content of our teaching—such as in history, geography and religious education—but also in the displays and celebrations of pupils’ work around the school. We aim to ensure that all children see their own cultures and identities positively represented in their learning.

We are committed to supporting any pupil who experiences racism, offering appropriate care and intervention to help them feel safe, valued and supported. All pupils, regardless of race or ethnicity, are encouraged and expected to achieve their full potential. We closely monitor the progress and attainment of pupils from ethnic minority backgrounds to identify any gaps and take action to address underachievement.

# GENDER EQUALITY

At Bentley New Village Primary School, we are fully committed to ensuring that all staff, pupils, and visitors are treated equally and fairly, regardless of gender. No individual—whether male, female, or transgender—will be treated less favourably in any aspect of school life, including our policies, procedures, and day-to-day practices.

We do not tolerate any form of harassment or discrimination based on a person’s gender or transgender status. All members of our school community have the right to feel safe, respected, and valued.

We actively promote positive gender representation throughout the school environment. This includes the careful selection and use of resources and displays that reflect and celebrate gender diversity in a balanced and inclusive way.

Our staff are committed to challenging gender stereotypes and promoting positive role models for all pupils. We encourage respectful and inclusive relationships between boys and girls, fostering mutual understanding and equality. These values are explicitly addressed through our PSHE curriculum and reinforced across all areas of learning.

We are also committed to protecting the dignity and privacy of transgender individuals. Our policies and practices reflect this by ensuring flexibility around identity documentation—such as accepting passports or other appropriate forms of identification in place of birth certificates.

# DISABILITY EQUALITY

At Bentley New Village Primary School, we are committed to ensuring that all staff, pupils, and visitors with disabilities are treated with fairness, dignity, and respect. No individual will be treated less favourably in any aspect of school life due to a disability. We strive to ensure full access to opportunities, activities, and support for all members of our school community.

In line with guidance from Disability Equality in Education (DEE), we recognise that pupils with Special Educational Needs (SEN), long-term medical conditions, or long-term impairments that significantly impact their daily lives should be considered as disabled under the Equality Act. These pupils are entitled to the same rights and protections as others under equality legislation.

We understand that disability is not caused by the individual, but by barriers within the environment, systems, and attitudes of society. Therefore, we are proactive in identifying and removing those barriers to ensure an inclusive learning environment.

Our school actively works to:

* Promote equality of opportunity for disabled people
* Eliminate unlawful discrimination related to disability
* Prevent and address any harassment linked to disability
* Foster positive attitudes towards disabled people
* Encourage the full participation of disabled people in school life
* Make reasonable adjustments to meet individual needs

We promote inclusive social relationships between pupils with and without disabilities, encouraging mutual respect, empathy, and understanding. These values are taught explicitly in PSHE lessons and embedded throughout the wider curriculum.

All pupils, regardless of ability or disability, are expected and supported to achieve their full potential. Staff closely monitor the progress of pupils with disabilities or medical needs to identify any barriers to learning and take prompt action to address underachievement.

Bentley New Village Primary School does not tolerate any form of harassment or discrimination against individuals with disabilities. We also recognise and support the needs of young carers, including those who support parents or family members with disabilities.

# THE RESPONSIBILITIES OF THE GOVERNORS

* The governing body has set out its commitment to equal opportunities in this policy statement, and it will continue to do all it can to ensure that all members of the school community are treated fairly and with equality.
* The governing body seeks to ensure that people with disabilities are not discriminated against when applying for jobs at our school. The governors take all reasonable steps to ensure that the school environment gives access to people with disabilities.
* The governors welcome all applications to join the school, whatever background or disability a child may have.
* The governing body ensures that no child is discriminated against whilst in our school on account of their sex, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child’s religion affects the school uniform, then the school will deal with each case sensitively and with respect for the child’s cultural traditions.

# THE RESPONSIBILITIES OF THE HEADTEACHER

* Implement the school’s equality and diversity policy and s/he is supported by the governing body in so doing.
* Ensure that all staff are aware of the school policy on equality and diversity opportunities, and that teachers apply these guidelines fairly in all situations.
* Ensure that all appointments panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
* Promote the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school.
* Treat all incidents of unfair treatment and any racist incidents with due seriousness.

# THE RESPONSIBILITIES OF THE CLASS TEACHER AND SUPPORT STAFF

The class teacher ensures that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers’ pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.

When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues. So, for example, history topics in our school include examples of the significant contributions women have made to developments in this country’s history. In geography topics the teacher attempts to counter stereotypical images of Africa and Asia and to show the true diversity of development in different parts of the world.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the school log book, and draw them to the attention of the Headteacher. Teachers support the work of support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

# TACKLING DISCRIMINATION

Bullying and harassment on account of race, gender, disability or sexual orientation are unacceptable and are not tolerated within the school environment. Our school’s abhorrence of such behaviours is communicated to pupils, parents and staff. For example, through the curriculum, newsletters and staff training. All parents of new pupils receive a summary of the school’s behaviour expectations and anti-bullying policy as part of the inductions process.

All staff are expected to deal with any discriminatory incidents that may occur, they are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to the pupil’s individual circumstances.

Racists and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a member of SLT, Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the Governing Body on a termly basis. All incidents are discussed with the Governor who takes a lead on safeguarding. Incidents are monitored to ensure they are dealt with effectively.

# MONITORING

It is the responsibility of the Governing Body to monitor the effectiveness of this Equality and Diversity Policy. The Governing Body does this by:

* Monitoring the progress of pupils of minority groups and comparing it to the progress made by other pupils in the school via a report from the Headteacher.
* Monitoring the staff appointment process, so that no-one applying for a post at this school is discriminated against.
* Taking into serious consideration any complaints regarding equal opportunity issues from parents/carers, staff or pupils.
* Monitoring the school’s behaviour and exclusions policy, so that those from minority groups are not unfairly treated.