Jesus said 'I am the vine; you are the branches.
Those who abide in me and I in them, will bear much fruit.' John 15:5

Barnham CEVC Primary School

Equality and Diversity Policy

Intent

At Barnham CEVC Primary School, we are committed to creating a community where equality, diversity, and inclusion are at the heart of everything we do. We aim to ensure that every pupil, staff member, and family feels safe, valued, and respected — irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation, in line with the Equality Act 2010.

We believe that equality should permeate every aspect of school life: from classroom practice and curriculum design to leadership, staff recruitment, and engagement with families and the wider community. Our intent is to foster an environment where difference is celebrated, barriers are identified and removed, and every individual has the opportunity to thrive.

Implementation

Our Equality Policy is embedded across the life of the school through the following practices:

Curriculum and Teaching

- Curriculum planning reflects our commitment to equality, diversity, and preparing pupils for life in a global society.
- Pupils are given opportunities to explore identity, fairness, justice, and respect through discussions, lessons, and assemblies.
- Learning materials reflect a range of backgrounds, cultures, and perspectives.
- Discriminatory language and behaviour are challenged consistently and effectively.

Ethos and Environment

- Displays, communications, and classroom culture celebrate diversity and promote inclusion.
- Reasonable adjustments are made to ensure full access to the physical environment, curriculum, and information for pupils, staff, and visitors with disabilities.

- Pupils' voices are valued and captured through a variety of ways throughout the school year.

Staff Recruitment and Professional Development

- All roles are advertised fairly and widely to encourage applicants from all backgrounds.
- Staff involved in recruitment are trained to avoid unconscious bias and discrimination.
- Professional development is accessible to all, with monitoring to ensure equality of access.
- Equality and diversity are embedded into new staff inductions and regular training.

Challenging Harassment and Bullying

- Clear policies and procedures are in place to counter and address discriminatory behaviour.
- A nominated staff member monitors and records prejudice-related incidents.
- Incidents are reported to governors, parents, and the local authority, with actions taken to prevent recurrence.

Working with Parents and the Wider Community

- The school actively works to ensure all parents and carers are welcomed and supported to engage with school life.
- Feedback is sought and valued through questionnaires and parent consultations.
- Community groups and local partners are encouraged to participate in school events and celebrations.
- New families, especially those from protected characteristic groups, are supported to feel included and valued.

Impact

The effectiveness of our Equality Policy is measured through regular monitoring, evaluation, and feedback to ensure:

- Gaps in attainment, progress, participation, and well-being between different pupil groups are identified and addressed.
- Pupils feel safe, accepted, and valued regardless of background or personal characteristic.
- Staff model inclusive, respectful behaviour and challenge bias in all forms.
- Recruitment, retention, and professional development opportunities reflect fairness and diversity.
- Incidents of discrimination are rare and addressed swiftly, with lessons learned across the school community.
- The school remains compliant with the Equality Act 2010 and the Public Sector Equality Duty.

Definitions

Equality: Ensuring individuals are not treated less favourably due to protected characteristics.

Diversity: Recognising and valuing differences between people.

Inclusion: Creating an environment where all individuals feel welcome, respected, and able to participate fully.

Discrimination: Unfair treatment based on a protected characteristic. This includes direct and indirect discrimination, harassment, and victimisation.

Prejudice-related incident: Any incident perceived to be motivated by bias against a protected characteristic.

Roles and Responsibilities

At Barnham CEVC Primary School, we believe that promoting equality and fostering an inclusive environment is a collective responsibility shared by all members of our school community — including pupils, staff, governors, parents, and visitors. Everyone has a role to play in embedding fairness, respect, and equality into school life.

The Governing Body

The Governing Body is responsible for ensuring that:

- The school meets its statutory duties under the Equality Act 2010 and any other relevant equalities legislation.
- The Equality Policy is reviewed, updated, and remains fit for purpose.
- Equality-related information, objectives, and actions are regularly monitored and shared transparently.
- The school actively implements the strategies, actions, and commitments set out in this policy.
- The designated Equalities Governor maintains oversight of prejudice-related incidents and ensures appropriate actions are taken and recorded to promote accountability.

The Headteacher and Senior Leadership Team (SLT)

The Headteacher and SLT are responsible for:

- Working in partnership with the Governing Body to provide strategic leadership and direction on equality, diversity, and inclusion.
- Embedding the Equality Policy into the day-to-day running of the school and ensuring alignment across policies and practices.
- Leading and coordinating equality-focused actions and evaluating their impact on school culture, staff, and pupil outcomes.
- Ensuring that all staff, pupils, parents, and visitors understand and adhere to the principles of the Equality Policy.
- Supporting staff through training and guidance to ensure confidence and competence in promoting equality and challenging discrimination.
- Responding robustly and appropriately to all prejudice-related incidents.

All Staff

All staff are expected to:

- Uphold and actively promote the principles of the Equality Policy in their professional conduct, teaching practice, and daily interactions.
- Recognise, challenge, and address bias, discrimination, and stereotyping in any form.

- Contribute to an inclusive learning environment where all pupils feel safe, seen, and supported.
- Stay informed about equalities legislation, guidance, and school policy updates through ongoing professional development.

Monitoring and Evaluating Equality Impact

The impact of this policy is reviewed through:

- Ongoing analysis of pupil outcomes, attendance, behavior data, and engagement — with a focus on protected groups.
- Monitoring incidents related to prejudice or discrimination to ensure swift, fair, and effective resolution.
- Listening to the experiences and feedback of pupils, staff, parents, and carers, including those from diverse and under-represented groups.
- Reviewing recruitment, retention, professional development, and access to opportunities for all staff.

Findings from this monitoring process inform future school planning, staff training, and the continuous improvement of our equality commitments.

Policy Review

This policy will be reviewed by the Governing Body on a bi-annual basis — or earlier, in response to changes in legislation, statutory guidance, or significant school developments. This policy should be read alongside: Relational Behaviour Policy, Anti-Bullying Policy, Safeguarding and Child Protection Policy, SEND Policy, Accessibility Plan, Complaints Policy

Review Term:	Biannually
Lead member of staff responsible for review:	Rachel Bacon 
Lead governor responsible for review: (Full GB to approve)	Caroline Dowson 
Date adopted:	June 2026
Dates policy to be reviewed	June 2028