

EQUALITY POLICY

Issue 8

September 2025

Approved by:



Head Teacher
Bailey's Court Primary School

Date: September 2025

Authorised by:



Chair of Full Governing Body
Bailey's Court Primary School

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Equality Policy

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CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	May 2011	New policy document.	W Preedy
2	June 2013	Document reviewed. Title changed and all other changes are highlighted in left hand column.	M Telfer
3	October 2014	Document reviewed – no changes made. Equality plan added to end of document	A Lynham
4	September 2017	Document reviewed – no changes made. Equality plan updated	A Lynham
5	September 2019	Document reviewed – no changes made. Equality plan updated	A Lynham
6	September 2021	Document reviewed and plan updated	A Lynham and M Telfer
7	September 2023	Document reviewed and plan updated	A Lynham and M Telfer
8	September 2025	Document reviewed and plan updated	A Lynham

SUMMARY

This policy should be read in conjunction with all other school policies. If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher.

This policy will be reviewed every four years.

REFERENCE DOCUMENTS

None.

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MAIN DOCUMENT

1 INTRODUCTION/RATIONALE

This policy seeks to set out the school's approach to promoting community cohesion, equality and diversity. It covers disability, gender and race/ethnicity, in response to the statutory duties on schools to publish disability and gender equality schemes and a race equality policy.

This policy statement sets out:

- The school's context.
- Aims and values.
- The school's overall approach to promoting equality, community cohesion, recognising and celebrating diversity and tackling discrimination
- Specific reference to community cohesion, race equality, disability equality, gender equality.
- Roles and responsibilities.
- Monitoring, reviewing and assessing impact.

2 THE SCHOOL CONTEXT

Bailey's Court Primary School is a large primary school in South Gloucestershire serving the residential area of Bradley Stoke. It is a relatively new school, judged by Ofsted (2013) to be a good school with many outstanding features.

- Most children enter the school having experienced some form of pre-school provision.
- The school is popular and over-subscribed. The school has many awards including Healthy Schools and the green flag for Eco-schools.
- Overall, children come to school well motivated; they apply themselves to their learning very well. Parents value the educational provision at the school and are supportive and work well in partnership with the school.
- The school takes great pride in meeting the individual needs of all pupils. Attainment at the end of Key Stage 2 is in line with or above that of similar schools in English, maths and science.
- There are many after-school clubs, covering both sporting and other activities.
- The 'Friends' of the school raise substantial funds each year to enrich educational provision, for example, the outside environment, kitchen project, etc.

2.1 Aims and Values

At Bailey's Court we aim to provide equality and excellence for all in order to promote the highest possible standards. Our Equality Policy is based on the following core values:

We aim that our children:

- Experience a broad and balanced curriculum.
- Develop lively enquiring minds and a love of learning.
- Have high self esteem.
- Be confident to learn independently.
- Value and care for others.
- Be successful and achieve high personal goals.
- Feel safe.

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- Become good citizens.
- Be aware of and make positive contributions to the international community.
- Care for their environment.
- Be self-disciplined and courteous.

We aim that all the adults in our school:

- Continue raising our high standards of teaching and learning.
- Develop professionally.
- Feel valued and supported.
- Be successful.
- Enjoy the work.
- Enjoy a healthy work-life balance.

We aim that all parents:

- Feel welcomed in school.
- Work in partnership with teachers.
- Be well informed by clear communication.

We aim that governors:

- Work as friends and partners of the school.
- Know the school and staff well.
- Offer constructive advice.
- Promote the school in the wider community.

We aim that the wider community:

- Develops good relations with our school.
- Broadens our horizons.

Specifically our school vision states:

- Our children are happy, sociable, enthusiastic, independent and confident learners who are motivated and inspired through challenging and creative learning experiences.
- Our children are open minded and curious about the world around them. They are equipped with skills and attitudes to help them embrace life-long learning in a changing world.
- Our children enjoy a curriculum which is fun, balanced and relevant, in a learning environment which is safe and stimulating.
- Our children have a sense of belonging and responsibility towards local, cultural, environmental and global issues. They are caring and respectful individuals who accept and value difference.
- Our children have a positive self-identity, take pride in their learning and make informed choices with regard to their health, safety, well being and future.

These aims are designed to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age and social circumstance. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. Our school actively takes steps to:

- Promote equality of opportunity and access.
- Promote racial equality and good race relations.

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- Oppose all forms of prejudice and negative discrimination.
- Ensure pupils with a disability have access to the school building and to the curriculum.

3 OUR APPROACH

3.1 Promoting Equality

The overall objective of the school's Equality Policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities.

Through engaging fully with this Equality Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors and parents/carers.

3.2 Promoting a Cohesive Community

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Our school serves the local community in Bradley Stoke and is one of six primary schools and one secondary school built to serve the growing population in this part of South Gloucestershire. Three secondary schools have prime responsibility for the children of the primary schools in the area – Bradley Stoke Community School, Abbeywood Community School and Patchway Community College. The primary and secondary schools work together in a 'cluster' to share expertise and resources where possible and to form a mutually supportive group.

Most children enter the school having experienced some form of pre-school provision from a variety of private pre-school settings. Pupils arrive with a wide range of attainment and background, but ethnically the children are mainly white. The school has an increasing number of pupils join with English as an additional language.

An energetic 'Friends' Association' supports the life of the school, raising substantial funds each year to enrich educational provision. Parents and grandparents are very committed to helping the school in many capacities, most especially as volunteer helpers within school, developing the school grounds and on educational visits.

For our school the term 'community' has a number of dimensions including:

- The school community – the pupils it serves, their families and the school's staff.
- The community within which the school is located – the school in its geographical community and the people who live and work in that area.
- The national community – all schools are by definition part of this community.
- The global community – formed through international links.

In addition, schools themselves create communities – for example, the networks formed by schools of the same or different faiths, or by schools that are part of the local supportive clusters.

Our school population at Bailey's Court is less diverse than in many schools and more needs to be done to provide interaction between pupils from different backgrounds. Our response to community cohesion reflects the nature of the school's population – the area it

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serves, the faiths that are involved, etc., and the location of the school geographically within the community. Broadly we are able to contribute to community cohesion through:

- Learning and teaching and the curriculum – teaching pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills or participation and responsible action.
- Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.
- Engagement and ethos – to provide a means for children and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, nationally and internationally.
- The local community, the secondary schools, the local churches, and other resources in the area are used extensively to broaden and enrich the quality of education. The school hall and grounds are hired for community use for sporting activities.

In order to achieve a cohesive community, we endeavour to:

- Promote understanding and engagement between communities.
- Encourage all children and families to feel part of the wider community.
- Understand the needs and hopes of all our communities.
- Eliminate discrimination.
- Increase life opportunities for all.
- Ensure teaching and the curriculum explores and addresses issues of diversity.

3.3 Promoting Race Equality

The school is fully committed to meeting its obligations under the Race Relations Amendment Act 2000 and this is reflected in the policy statements above. To meet the specific duties of the RRAA 2000, we will:

- Ensure that all pupils and staff are encouraged and able to achieve the best of which they are capable.
- Respect and value differences between people.
- Prepare pupils for life in a diverse society.
- Make the school a place where everyone, regardless of race, colour, ethnic or national origin, feels welcomed and valued.
- Promote good relations between different racial and cultural groups within the school and within the wider community.
- Ensure that an inclusive ethos is established and maintained.
- Acknowledge the existence of racism and take steps to prevent it.
- Oppose all forms of racism, racial prejudice and racial harassment.
- Be proactive in tackling and eliminating unlawful discrimination.

3.4 Promoting Disability Equality

The aim of our school is to ensure that wherever possible disabled people have the same opportunities as able people in their access to education and to prevent any form of unlawful discrimination on the grounds of disability.

Appropriate measures are taken to ensure that statutory duties are met:

- not to treat disabled pupils and prospective pupils less favourably than other pupils

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- to take reasonable steps to avoid putting disabled pupils at a disadvantage.

In addition, steps are taken to ensure that employees and those working with the school's authority:

- support the governing body in meeting their duties
- do not act in such a way that renders the governing body liable to a claim of discrimination.

Staff and those working with the authority of the school are made aware of the basic requirements of the Disability Discrimination Act and Disability Code of Practice for Schools.

There will be occasions where the treatment of disabled children is different from other students. In such cases the school will be able to demonstrate that such treatment is justified. The reason for the different treatment will be both material to the circumstances of the particular case and substantial – for example, health and safety reasons. The school will also demonstrate that all reasonable steps have been taken to avoid the disabled pupil being placed at a significant disadvantage.

Careful consideration will be given to how participation can be best facilitated. A number of factors may be part of this consideration including:

- The need to maintain academic, musical, sporting and other standards.
- The financial resources available.
- The cost of taking a particular step.
- The extent it is practicable to take a particular step.
- Health and safety requirements.
- The interest of other pupils.

The consideration of these factors may lead to the adoption of certain reasonable adjustments rather than others.

We recognise that the duty to make reasonable adjustments for disabled students involves the school's staff and governors. To meet this duty we review policies, practices and procedures to ensure that we do not discriminate against disabled pupils. Examples of the specific measures we take include:

- Ensuring providers of facilities for school visits and extra curricular activities can accommodate disabled pupils before making bookings in advance.
- Reviewing staffing arrangements to ensure that the school is in a position to administer medication if required in exceptional circumstances.
- Ensuring there are special arrangements in place for disabled pupils who are taking examinations.
- Ensuring our policies and procedures for bullying cover issues of disability.
- Working closely with parents and disabled pupils to identify potential barriers to participation and devising reasonable adjustments to overcome them .
- Ensuring that staff are briefed on the Disability Code of Practice for schools issued by the Disability Rights Commission.

We take reasonable steps to find out whether prospective or existing pupils have a disability. This includes:

- Creating an ethos and culture which is open and welcoming so that parents and pupils feel comfortable about sharing information about the disability.
- Asking parents during the admissions process about the existence of any disability.
- Providing continuing opportunities to share information – e.g. when seeking permission to undertake a school visit.

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- Monitoring levels of participation, achievement and behaviour that may indicate a disability that has not been identified and referring the matter to specialist agencies.

Our school believes that improving access to education and educational achievement by disabled pupils:

- Ensures equality of opportunity.
- Encourages full participation in society.
- Improves the likelihood of independent living and economic self-sufficiency in the future.

We believe that disabled people should be valued for what they can do rather than labelled for what they cannot.

- We improve the accessibility of the physical environment within the resources available in response to the needs arising.
- We identify and monitor the performance of different groups of pupils – boys/girls, minority ethnic groups, SEN, disabled pupils, looked-after pupils, EAL, chronic medical conditions.
- Assessment procedures take into account the SEN Code of Practice, the needs of EAL pupils, the needs of minority ethnic pupils.
- We have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.
- We have procedures for involving all pupils in their own learning and we monitor this involvement and the outcomes.
- Educational inclusion is an integral part of the school development programmes, continuous professional development and governors' meetings.
- We deploy resources to pupils with SEN in excess of the expectations of the SEN Code of Practice.

3.5 Promoting Gender Equality

The school promotes equality of opportunity between males and females and endeavours to eliminate all unlawful sex discrimination and harassment. Conditions for learning (e.g. Environment, teaching and learning, resources, social and emotional aspects of learning) provide equal access and opportunities to both boys and girls.

4 ROLES AND RESPONSIBILITIES

All who work at Bailey's Court Primary School have a responsibility for promoting equality and inclusion, and avoiding unfair discrimination.

Our governors are responsible for:

- Making sure the school complies with all current equality legislation.
- Making sure this policy and its procedures are followed.

The Headteacher is responsible for:

- Making sure the policy is readily available and that the governors, staff, pupils and their parents know about it.
- Making sure its procedures are followed.
- Producing regular information for staff and governors about the policy and how it is working and providing training for them on the policy, if necessary.
- Making sure that all staff know their responsibilities and receive training and support in carrying these out.

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- Taking appropriate action in cases of harassment and discrimination.

All our staff are responsible for:

- Dealing with racist, sexist and homophobic incidents and being able to recognise and tackle bias and stereotyping.
- Promoting equality and good community relations and avoiding discrimination against anyone for reasons of race, colour, nationality, ethnic or national origins, gender, disability, religion or belief, sexual orientation or socio-economic circumstances.
- Taking training and learning opportunities.

Responsibility for overseeing equality practices in the school is as follows:

- Coordinating and monitoring work on equality issues – Head and Deputy.
- Dealing with and monitoring reports of harassment, including racist and homophobic incidents – Head and Deputy.
- Monitoring the progress and attainment of vulnerable group of pupils – Head and Standards leader.
- Monitoring exclusions – Head and Deputy.

5 MONITORING, REVIEWING AND ASSESSING IMPACT

This policy will be regularly monitored and reviewed by staff and governors to ensure that it is effective in tackling discrimination, promoting access and participation, equality and good relations between different groups and that it does not disadvantage particular sections of the community.

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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the timeframes	Early success indicators
All	Publish and promote the Equality Plan through the school website and staff meetings.	Question about parent awareness of Equality Scheme	Governing body/ Headteacher	Annually in Sept	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating class room displays Parents are aware of the Equality Plan
All	Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability	Headteacher / Governing body	Annually in Sept	Analysis of teacher assessments / annual data demonstrates the gap is narrowing for equality groups
All	Ensure that the curriculum promotes role models that young people positively identify with in terms of race, gender and disability.	Discussions with children indicate they have an equal respect for all individuals both inside and outside the school community	Headteacher/ teachers	Ongoing	Discussions with children indicate they have an equal respect for all individuals both inside and outside the school community
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Visual monitoring of school displays/ Discussions with children and staff to assess their impact	Headteacher/ teachers	Ongoing	Children have positive view of others both inside and outside the school community
All	Audit school policies on a regular basis to ensure that there are no discriminatory policies, phrases, procedures or practices.	All school policies reviewed are audited and made free of discrimination in terms of phrases, procedures and practices.	Headteacher / Governing body	Ongoing	Written information and school policies are free of disability discrimination in terms of policies, phrases, procedures and practices.
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council,	Representation monitored by race, gender, disability	Headteacher/ teachers	Ongoing	Fair diversity of children contributing to school life

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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the timeframes	Early success indicators
	class assemblies, fund raising etc.				
Race Equality Duty	Identify, respond and report racist incidents as outlined in the Plan. Report the figures to the Governing body / Local Authority on a termly basis.	The Headteacher / Governing body will use data collected about racist incidents to assess the impact of the school's response to incidents i.e. have whole school / year group approaches led to a decrease in incidents, can repeat perpetrators be identified, are pupils and parents satisfied with the response?	Headteacher / Governing body	Reporting: December, April, July	Teaching staff are aware of and respond to racist incidents Consistent nil reporting is challenged by the Governing Body
Race Equality	Actively celebrate different faiths through the curriculum.	Monitoring of the curriculum overviews will show that a range of different faiths and cultures are being celebrated.	Headteacher/ Key Stage Leaders	Ongoing	Children will be able to talk about different religions or cultural activities
Disability	As and when needed make written materials available in alternative formats for: a) disabled pupils; b) disabled parents/carers ; c) disabled governors	The school will monitor the number of requests it receives for alternative formats of written materials The school will track and monitor the progress made for	Headteacher/ SENCo	Ongoing	Effective delivery of information for disabled people in the school community is provided.

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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the timeframes	Early success indicators
		pupils who require written materials to be made in a different format			
Disability	Ensure all children are able to access the full curriculum within and outside of school through use of reasonable adjustments	All children will be monitored by teaching staff and senior leaders throughout the school year to ensure that they have full access to the curriculum. Modifications will be made to provide for those who struggle with access	All staff led by Headteacher and SENCo through staff meetings and discussions about how to implement changes	Ongoing	All children are given access to the full curriculum
Disability	Curriculum to include that understanding of different disabilities is taught	Discussions with children to ensure that they have a good understanding of the difficulties faced by people with disabilities	Headteacher/ SENCo	Ongoing	Children have a good understanding of the difficulties faced by people with disabilities
Disability	Regularly review areas of the school grounds to ensure that access is provided for the disabled	Visual inspections of the school grounds and monitoring of children at play will be carried out routinely to ensure that all children have equal access to the school grounds	SLT/ Governors	Ongoing	All children have equal access to the school grounds
Gender	Ensure that staff recruitment is based on criteria to provide equality of opportunity	Staff recruitment processes and	Headteacher/ Governors	On going	Staff recruited are the best fit for the posts available

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Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing	What are the timeframes	Early success indicators
	for both sexes	outcomes will be monitored by the Headteacher and governing body			
All	Continue to explore the concept of flexible working and posts		Headteacher/ Governors	Ongoing	All staff are given the opportunities for more flexible working practices