Bligh Primary School

Equality Policy & Objectives Statement

Date approved: November 2025
Next review: September 2027

1. Introduction and Purpose

At Bligh Primary School we are committed to ensuring equality of opportunity for all members of our community: pupils, staff, parents/carers and visitors. We believe that every individual is valued and that diversity enriches our school. We will champion equality, celebrate difference and challenge discrimination whenever it occurs.

This policy sets out how we will fulfil our legal duties under the Equality Act 2010 and how we will actively promote:

- The elimination of unlawful discrimination, harassment and victimisation.
- The advancement of equality of opportunity between people who share a protected characteristic and those who do not.
- The fostering of good relations between people from different groups.

2. Scope

This policy applies to:

- All outcomes for pupils (attainment, progress, behaviour, attendance, participation)
- All aspects of school life including curriculum, teaching & learning, admissions, recruitment and employment, and partnerships with parents and the community
- All members of the school community (pupils, staff, governors, parents/carers and visitors)

3. Our Commitment and Values

Our school values of **Honesty, Empathy, Achievement, Resilience and Teamwork** underpin our commitment to equality.
At Bligh we work hard to ensure all children are ‘Ready, Respectful and Safe’.
We welcome and celebrate differences within our school community. Our curriculum statement affirms that “Every child is recognised as a unique individual.
We will ensure that:

- Our policies and practice reflect and respect the diverse backgrounds of pupils, staff and families.
- We provide an inclusive environment in which every person feels valued and heard.
- We take account of individual needs and remove disadvantage wherever it exists.

4. Protected Characteristics and Additional Groups

Under the Equality Act 2010 the protected characteristics are:

- age (in employment)
- disability
- gender reassignment
- marriage and civil partnership (in employment)
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

In addition, in the school setting we recognise that other groups of pupils may also need particular attention, for example: looked-after children, young carers, pupils eligible for free school meals, those for whom English is an additional language.

5. Roles and Responsibilities

- **The Head Teacher** and senior leadership team will provide leadership, monitor the implementation of this policy and ensure that equality considerations inform all major decisions.
- **All staff and governors** have responsibility to uphold the policy, to challenge discrimination, to promote equality of opportunity and to foster good relations.
- **Pupils** are expected to treat others with respect, to embrace diversity and to contribute to our inclusive culture.

- **Parents/carers** are encouraged to support the school's equality agenda, and the school will welcome their input into planning and review.

- **Governors** will review the equality objectives and monitor progress, ensuring that the school meets its legal duties.

6. Ensuring Equality in Practice

Curriculum, Teaching & Learning

- We will ensure the curriculum reflects a range of perspectives, backgrounds and cultures, and challenges stereotypes and bias.

- We will use resources, role models and case studies that reflect our diverse society.

- Teaching and learning strategies will ensure all pupils are able to access the curriculum and achieve to their full potential.

Admissions, Attendance, Behaviour and Exclusions

- Admissions criteria, behaviour and exclusion policies will be applied fairly to all pupils, irrespective of protected characteristics.

- We will monitor the impact of these policies and practices on different groups of pupils and act to reduce any inequalities.

- We will ensure that pupils' attendance is monitored and that support is put in place where needed, recognising that barriers may differ for different groups.

Employment, Staff Development and Retention

- Recruitment, promotion and professional development processes will be fair, open and based on merit.

- We will aim to appoint a workforce that reflects the diversity of our community.

- We will monitor workforce data across protected groups and take action to address any disparity.

Accessibility, Facilities and Services

- We will ensure that our physical environment, information provision and communications are accessible and inclusive, making reasonable adjustments where required.

- We will regularly review our accessibility plan and publish progress.

Partnerships, Engagement and Consultation

- The school will engage with pupils, staff, parents/carers and local community partners to inform our equality work.

- We will ensure that the voices of under-represented groups are heard when planning and reviewing policies.

- We will maintain good communication channels to encourage all members of our community to participate fully in school life.

7. Equality Objectives

The school has established the following objectives for a period of [insert duration e.g. 2025–2029]. These objectives will be reviewed regularly.

1. To close any attainment gap between identified groups (for example, pupils eligible for free school meals and their peers; pupils from ethnic minority backgrounds) by the end of each academic year.

2. To improve recruitment and retention of staff from under-represented groups, ensuring the workforce better reflects the diverse community the school serves.

3. To increase the representation in the curriculum and school life of role models from diverse backgrounds, including different ethnicities, religions/beliefs, gender identities and abilities.

4. To ensure the school environment, including buildings, resources and communications, is fully accessible and inclusive for children, staff, parents/carers and visitors with disabilities.

5. To promote and embed inclusive practices and awareness—such as respect for difference, anti-bullying (including prejudice-related incidents), and understanding of protected characteristics—by delivering high-quality PSHE, assemblies and staff training.

8. Monitoring, Evaluation and Reporting

- The school will collect and analyse data on pupils' attainment, behaviour, exclusions, attendance, staff recruitment, and parental participation, disaggregated by key groups (protected characteristics and others) to identify any under-performance or barriers.

- The Head Teacher will report termly to the Governing Body (or equivalent committee) on equality matters, including progress towards the objectives.

- The school will publish information and objectives on its website annually (as required under the Public Sector Equality Duty) and ensure this is accessible to all.

- Where the monitoring reveals areas of concern or slow progress, appropriate action plans will be developed and implemented.

9. Review

This policy will be reviewed at least every three years or sooner if there are changes in legislation, or significant issues arise in school practice. The equality objectives will be reviewed and updated at the end of each agreed period.

10. Conclusion

Through this policy, Bligh Primary School reiterates its commitment to equality, inclusion and diversity. By embedding these principles into everything we do—curriculum, recruitment, environment and community engagement—we aim to ensure that every child and adult at our school has the opportunity to succeed, feel valued and be treated with fairness.

Date reviewed: November 2025

Next review: September 2027

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