



BURBAGE GROVE ROAD SCHOOLS FEDERATION

EQUALITY & DIVERSITY POLICY

2026-2030

The governing board adopted this policy: 19.03.26

Chair of Governors:

Signed:

Date:

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1. Introduction

At Burbage C of E Infant School and Burbage Junior School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person. They know this by what is said and what happens at an operational level.

Equality and diversity issues are integral to all we do. Everyone in the school knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their gender, sexual orientation, race, religion, social class, disability or special educational need, they should say so, and they should expect this to be investigated and any issues that emerge to be addressed.

Adults should expect employment practices to be fair and transparent. The schools work within the expectations set out by the local authority (LA), as well as what is set out in the 'Equality Diversity and Inclusion Strategy' of the LA.

Although the governing board and the Executive Headteacher are ultimately responsible for ensuring that discrimination doesn't occur, **ALL** employees have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements.

2. Valuing diversity

We believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation (Equality Act 2010), discrimination still exists and it is for us to address this strongly, when and if it does.

We give our children and adults strategies to deal with it, to know how to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated.

3. Aims of the Equalities & Diversity Policy

- To provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background;
- To instil in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living;
- To nurture cultural, religious and linguistic diversity;
- To be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home;
- To ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate;
- To ensure that the needs of children with additional needs, including gifted children are catered for – and those of adults;
- To ensure members of the senior leadership team are made aware of any issues which contravene the policy in order that the Executive Headteacher, or the Deputy Headteacher, can tackle the issue appropriately.

4. Equality issues in relation to race/culture

We believe it is important that the children feel proud of their culture, language, religion and skin colour, and respect those of their peers. The books and resources, such as dolls, jigsaws, cooking equipment, used in our school are chosen to reflect the ethnic diversity of the school and to show all communities and individuals within communities in a positive light. Festivals and customs associated with cultures are explained and celebrated and the children's ethnic backgrounds and interests used wherever possible in our delivery of our curriculum.

5. Equality issues in relation to religion

We teach our children/adults to understand and value the religions, religious beliefs and practices of their peers. We visit a variety of places of worship. We follow the Leicestershire agreed syllabus for RE.

6. Equality issues in relation to gender/sexual orientation

We are aware that in life and in our society many areas have been stereotyped, eg. boys and football, girls and cookery. We provide a curriculum where girls as well as boys have **EQUAL** access to **ALL** areas of the curriculum we offer. In order to support the above, our resources are audited to see that they address stereotyping. Children and adults (for example at times of recruitment for adults) are not discriminated against and recruitment practices are fair and transparent.

7. Equality issues in relation to children/adults with special educational needs and disabilities

As members of staff we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised, and the curriculum modified so that that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly, and strategies are adapted accordingly to support individual children with learning needs. Close links with the parents/carers of children with special educational needs are maintained and the expertise of our staff; and of the relevant outside agencies such as the Educational Psychologist, Clinical Psychologist and Speech and Language Therapist, etc. are utilised to assist us in meeting the needs of our children.

We assess our curriculum in order to ensure it is ambitious and accessible to pupils with a disability/disabilities and seek professional advice and training to support both our teaching and pupil learning. We actively seek advice and support from the LA and access a range of appropriate resources to aid pupils with a disability in their learning.

We make reasonable adjustments where possible to ensure children and parents with disabilities are able to access the school. Any new building work is DDA compliant.

8. Cross-curricular issues

Our curriculum gives our children the opportunity to learn about other cultures and different ways of living. We ensure that issues of equality and diversity are central to the curriculum as well as reflecting the interests and backgrounds of all the children. We follow the Jigsaw PSHE syllabus. We discreetly teach PSHE.

We are also *Everyone's Welcome* schools and use the 'No Outsiders' approach to teach the Equality Act 2010.

We monitor this carefully in order to ensure our policy is working at the operational level.

9. Liaison with the wider community

We involve the community in the following ways:

- we invite and encourage people who come from a variety of cultures and communities to visit our school;

- we take children on school trips where they are able to appreciate the community in which they/we live and they can experience places they may not have the opportunity to visit outside school, eg. local places of worship.

10. Parental/volunteer involvement

We are open and welcoming schools, and parents/carers are encouraged to become involved. We value the contributions parents/volunteers make to our curriculum.

Home-school liaison and communication are promoted through the schools' websites. Parents/carers can access information of events, etc., easily as well as school policies.

- We hold 'Sharing our Learning' afternoons with parents and carers termly;
- Parent information meetings are well-attended, as are parent's evenings and school events;
- 'Bookworms' reading scheme (Burbage Infants only): 1:1 reading support by parent/grandparent volunteers (training for the volunteers is delivered by our English Co-ordinator).

11. Staffing

We encourage applications from staff from a range of cultural and ethnic backgrounds. All members of staff have fair access to training and development opportunities. Equal pay legislation is adhered to. All staff and volunteers are expected to be aware of this policy and the procedures related to it. Any member of staff is expected to challenge and report inappropriate behaviour to the Senior Leadership Team who will follow this up.

12. Whistleblowing

Any issues of which contravene this policy, or which an individual does not feel has been properly addressed by the Senior Leadership Team can be reported using the steps in the Whistleblowing policy.

13. Evaluation and review

Our Equality & Diversity Policy is reviewed and revised every four years.

Our Equality Objectives Report is reviewed and revised every year.

Progress towards our objectives will be reviewed annually by the governors' Quality of Education Committee responsible for inclusion.

Our equality objectives **for pupils** are:

- narrow the attainment gap between pupil premium and non-pupil premium and increase attainment in writing;
- focus on oracy/language development;

- develop further our inclusivity so that all pupils feel they belong;
- develop the curriculum across Burbage Infants and Burbage Junior Schools to include a progressive approach to cater for all pupils;
- monitor and support attendance of all groups of children in school;
- raise levels of attainment in core subjects for vulnerable learners;
- develop our provision for children with Social, Emotional and Mental Health Needs;
- develop the curriculum across Burbage Infants and Burbage Junior Schools to include a progressive approach to prepare our children for life in a multi-cultural society.

Our equality objectives **for staff** are to:

- maintain high standards and expectations of oracy/language and inclusive behaviour of all adults in the school, including visitors, in line with our vision and promoting 'British Values';
- continue to ensure that all members of staff are familiar with the key implications of the 2010 Equality Act for the school context, such as familiarity

with the 'protected characteristics' and how to respond confidently to reports of any discriminatory behaviour or bullying using the school reporting systems. We will do this through staff CPD and staff meetings;

- provide support and training so that all staff feel comfortable in teaching about, and tackling all forms of discrimination, including those with protected characteristics (see Introduction on page 1), whether in the PSHE and RSE curricula, as well as in their subject areas;
- develop further our inclusivity so that all staff feel they belong.

The governing board will:

- ensure that the school complies with all relevant equalities legislation;
- recommend all governors receive up to date training in all the equalities duties;
- review the equality objectives;
- support the Executive Headteacher in implementing any actions necessary;
- inform and consult with parents about the policy;
- evaluate and review the action every four years;
- evaluate the action plan yearly.

The senior leadership team will:

- have general responsibility for supporting all staff in implementing this policy;
- provide a lead in the dissemination of information relating to the policy;
- identify good quality resources and CPD opportunities to support the policy;
- with the Executive Headteacher, provide advice/support in dealing with any incidents or issues.

People with specific responsibilities:

- The SENCo is responsible for maintaining and sharing with all the staff those vulnerable pupils and how their needs will be met;
- The pupil premium lead is responsible for monitoring the attainment and progress of our pupil premium children;
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- The designated teacher for looked after children (LAC) is responsible for monitoring attainment and progress and attending meetings with the Virtual School as required;
- The Executive Headteacher is responsible for ensuring the specific needs of staff members are addressed;
- The Executive Headteacher is responsible for gathering and analysing the information on outcomes of vulnerable pupils and staff;
- The Executive Headteacher - and in her absence, the Deputy Headteacher - is responsible for monitoring the response to reported incidents of a discriminatory nature.

Parents/carers will:

- have access to the policy via the school website;
- be encouraged to support the policy;
- have the opportunity to attend any relevant meetings/awareness raising sessions related to the policy;
- have the right to be informed of any incident related to this policy which could directly affect their child.

School staff will:

- accept that this is a whole school issue and support the Equality & Diversity Policy;
- be aware of the Equality & Diversity Policy and how it relates to them;
- make known any queries or training requirements;
- know how to deal with incidents of concern, and how to identify and challenge bias and stereotyping;
- know procedures for reporting incidents of racism, harassment or other forms of discrimination;
- know procedures for dealing with and reporting prejudice related incidents;
- ensure that those with protected characteristics are not discriminated against and are given equality of opportunity;
- keep themselves up-to-date with relevant legislation and attend training and information events organised by the school or LA;
- ensure that pupils from all groups are included in all activities and have full access to the curriculum;
- promote equality and diversity through teaching and through relations with pupils, staff, parents, and the wider community.

Pupils will:

- be made aware of any relevant part of the policy, appropriate to age and ability;
- be expected to act in accordance with any relevant part of the policy;
- experience a curriculum and environment which is respectful of diversity and difference and prepares them well for life in a diverse society;
- understand the importance of reporting prejudiced based bullying bullying/incidents.

Visitors and Contractors will:

- be responsible for complying with the school's Equality & Diversity Policy – non-compliance will be dealt with by the Executive Headteacher.