

Barham Church of England Primary School



Equality and Diversity Policy

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1. Equality, Diversity, Inclusion & Belonging (EDIB) Summary Statement

At Barham Church of England Primary School, we believe every child and adult is uniquely valued as part of our school family. Rooted in our Christian ethos and vibrant community spirit, we are committed to creating a safe, supportive and high-achieving environment where everyone is confident, kind and curious. We work together to ensure that no individual is disadvantaged or excluded, and that every member of our community feels respected, celebrated and able to reach their full potential. Our approach to Equality, Diversity, Inclusion and Belonging strengthens our family feel and reflects our responsibility to serve our local and church community with fairness, compassion and humility.

Equality

At Barham, equality means giving everyone fair access to opportunities, resources and support so that they can achieve their best. We recognise that individuals may face different barriers, so we do not treat everyone the same—we treat people according to their needs. We actively challenge discrimination and bias, whilst ensuring that no one is treated less favourably because of their background, identity or circumstances. Our goal is that every child has the chance to flourish academically, socially and emotionally.

Diversity

Diversity at Barham means recognising, valuing and celebrating the wide range of backgrounds, beliefs, abilities and experiences that make up our school community. We see difference as a strength that enriches learning, broadens perspectives and builds empathy. Through our curriculum, assemblies, displays and everyday interactions, we encourage curiosity and respect for others. We teach our children that everyone's voice matters and that the richness of our school community helps us grow together.

Inclusion

Inclusion means ensuring that every child and adult feels welcomed, supported and able to take part fully in school life. It is not just about access—it is about participation and success. At Barham, we adapt our teaching, environment and practices so that individuals with different needs, abilities or circumstances are not left behind or made to feel separate.

Inclusion is woven into daily decision-making, from classroom strategies to wider school activities. When everyone can contribute and thrive, the whole community benefits.

Belonging

Belonging goes beyond being included; it means feeling accepted, understood and valued for who you are. At Barham, we work to create a genuine family feel where relationships are based on trust, kindness and mutual respect. We listen to pupil, parent and staff voices and encourage everyone to play an active role in school life. Belonging means knowing that you matter—not just for what you do, but for who you are. When children feel they truly belong, they are more confident, resilient and ready to learn and grow together.

2. Statement of intent

Barham Church of England Primary School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations. We recognise that some groups may face disadvantage due to protected characteristics under the **Equality Act 2010**.

We will not discriminate against any pupil, prospective pupil, staff member or visitor based on:

Age, disability, race, sex, gender reassignment, pregnancy/maternity, religion or belief, sexual orientation, marriage or civil partnership.

This policy supports all other school policies and guides our work with pupils, staff, parents and the wider community

3. Legal framework

This policy complies with:

- Human Rights Act 1998
- Education and Inspections Act 2006
- Equality Act 2010
- DfE Guidance: *The Equality Act 2010 and Schools*

The Equality Act requires schools to:

1. **Eliminate discrimination, harassment and victimisation**
2. **Advance equality of opportunity**
3. **Foster good relations**

These duties apply to education, admissions, access to services and treatment of pupils both during and after their time at school.

This policy should be read alongside the Admissions Policy, Data Protection Policy, Complaints Procedures, Staff Handbook and Fairness at Work & Grievance Policy.

The school will promote equality of opportunity for all staff and job applicants and will work in line with Staff Equality, Equity, Diversity and Inclusion Protocols.

4. Roles and responsibilities

Governing Board

- Ensure compliance with equality legislation, including the Public Sector Equality Duty.
- Oversee policy development, implementation and equality impact assessments.
- Ensure fair recruitment, promotion and professional development practices.
- Provide information in accessible formats.
- Apply disciplinary procedures when required.

Headteacher

- Lead implementation of this policy.
- Promote understanding of equality objectives among staff and pupils.
- Ensure all parents, visitors and contractors follow the policy.
- Challenge discriminatory practice and report harassment or bullying incidents.

Staff

- Challenge discrimination, bias and stereotyping.
- Promote equality and good relations.
- Monitor pupils' needs and progress to provide appropriate support.
- Report and record incidents of discrimination or bullying.
- Keep up to date with training.

Pupils

- Treat others with respect and fairness.
- Report bullying or harassment.
- Support an inclusive and welcoming school culture.

5. Equality objectives

The school will promote inclusion and equality at our school through:

Objective 1: Ensuring that the gap between boys' and girls' writing narrows

Objective 2: Enabling all pupils to take part fully in school life and the curriculum offer, regardless of educational need.

Objective 3: Ensuring that all pupils have equal access to opportunities with regard to after-school clubs, OPAL playtimes and extra-curricular activities.

Objective 4: Ensuring that the curriculum and resources reflect the diversity of the school community and that we provide opportunities for celebrating different cultures, traditions and identities, encouraging children to learn from one another.

6. Collecting and Using Information

In line with UK GDPR and the Data Protection Act 2018, the school collects equality-related data only for lawful, explicit purposes, such as:

- Identifying areas of inequality
- Monitoring staff and pupil outcomes
- Improving practice and removing barriers

For staff, data may include recruitment, training, pay, leave, appraisals, grievances and disciplinary actions. This information supports analysis of any inequalities affecting staff or pupils.

7. Promoting Equality

We integrate equality, diversity and inclusion into all aspects of school life, including:

- Curriculum planning
- Teaching and learning
- Staff training
- Displays and assemblies
- Extra-curricular provision
- Recruitment and employment practices

8. Addressing Prejudice-Related Incidents

Barham CE Primary School opposes all forms of prejudice.

We will:

- Respond immediately to incidents of discriminatory language or behaviour.
- Record and monitor all reports of prejudice-related bullying.
- Provide staff training on reporting and follow-up procedures.
- Educate pupils on the impact of prejudice through curriculum and pastoral work.

9. Complaints Procedure

Anyone can make a complaint about the services the school provides.

The school's Complaints Procedures Policy ensures that complaints are handled:

- Fairly
- Promptly
- Confidentially
- With a full and impartial investigation

If a complainant remains dissatisfied after the school process, they may appeal as outlined in the policy. Staff grievances follow the Fairness and Grievance Policy.

10. Monitoring and Review

The Headteacher reviews this policy annually. Monitoring includes:

- Pupil attainment data
- Recruitment data
- Equality impact assessments
- Ofsted judgements
- Records of bullying or harassment

Updates will be shared with staff, governors and relevant stakeholders.