

Blackhorse Primary School

Equality, Diversity & Inclusion Policy

Author/Person Responsible	Headteacher
Date of Ratification	April 2025
Review Group	Local Governing Board
Ratification Group	Local Governing Board
Review Frequency	Annually
Review Date	September 2026
Previous Review Amendments/Notes	September 2023, September 2021, January 2017, January 2016
Related Policies	Good Behaviour Policy Exclusions and Suspensions Policy Accessibility Policy & Plan

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:		DATE:	May 2023
EIA CARRIED OUT BY:	S Young	EIA APPROVED BY:	S Botten

1. Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment (transsexual)		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Sex (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		X

Statement of intent

Blackhorse Primary School understands that, under the Equality Act 2010, all schools have a duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality between different groups.
- Foster good relations between different groups.
- Promote mental health and wellbeing.

Our school's overall values are underpinned by our statutory duties under the Equality Act 2010. We are dedicated to ensuring that every pupil receives an education that offers them the best chance at fulfilling their potential, and to promoting mental wellbeing amongst our pupils. We are committed to supporting and celebrating all pupils' individual identities. We have developed this policy to provide a clear framework for how we will achieve our school's aims.

Our school's demographic state is directly linked to our overall aims for achieving equality. Specifically, we aim to:

Build Champion Learners through:

Extensive Opportunities
Expert Tuition
Purposeful Practice
Personal Effort

To achieve our aims, we will adopt the following methods:

- Embedding equality within teaching and resources
- Using key data indicators to understand the needs and characteristics of our school
- Promoting community cohesion
- Promoting parental engagement
- Investing in regular staff training
- Using key data, such as measures of wellbeing, to monitor the progress of pupils with protected characteristics
- Regularly reviewing our policy to ensure it reflects current trends and issues

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Our school's demographic state is directly linked to our overall aims for achieving equality. Specifically, we aim to:

- Develop children's understanding of multi-cultural Bristol; including the history reasons for migration to and from the UK.
- Develop children's understanding of neurodivergence, especially autism.
- Develop children's understanding of different types of relationships and family.

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1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Human Rights Act 1998
- The Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

This policy has due regard to statutory and good practice guidance, including, but not limited to, the following:

- DfE (2014) 'The Equality Act and schools'
- DfE (2018) 'Promoting the education of looked after children and previously looked after children'
- DfE (2018) 'Gender separation in mixed schools'
- DfE (2018) 'Equality Act 2010: advice for schools'
- DfE (2018) 'Mental health and wellbeing provision in schools'

2. Principles underlying this policy

In accordance with this policy, the school commits to:

- Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, where individual differences and the contributions of all staff are recognised and valued.
- Promoting dignity and respect for all.
- Training managers and all other employees about their rights and responsibilities under this policy.

This policy applies to all aspects of the school's relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.

Instances of bullying, harassment, victimisation and unlawful discrimination will be dealt with as misconduct, in line with the school's Grievance Policy and/or Disciplinary Policy and Procedure, and appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice.

Sexual harassment may amount to both an employment rights matter and a criminal matter, such as in sexual assault allegations. Harassment under the Protection from Harassment Act 1997 – which is not limited to circumstances where harassment relates to a protected characteristic – is a criminal offence.

3. Roles and responsibilities

The local governing board will:

- Be responsible for ensuring the school complies with the appropriate equality legislation and regulations.
- Take all reasonable steps to ensure pupils/staff and potential pupils/staff will not be discriminated against, harassed or victimised in relation to:
 - Admissions.
 - The way the school provides and education for pupils.

- How pupils are provided with access to benefits, facilities and services.
- The exclusion of a pupil or subjecting them to any other detriment.
- Ensure all policies are developed and implemented with appropriate equality impact assessments informing future plans in collaboration with the headteacher.
- Ensure compliance with discrimination law.
- Monitor the composition of the workforce regarding information such as age, sex, ethnic background, sexual orientation, religion or belief, and disability.
- Monitor how the composition of the workforce encourages equality, equity, diversity and inclusion, and meets the aims and commitments set out in this policy.

The Head of School & Executive Headteacher will:

- Implement and champion this policy, ensuring that all staff and pupils apply its guidelines fairly in all situations.
- Conduct regular training sessions to ensure all members of staff are aware of their responsibilities, as well as to develop their skills and knowledge.
- Review and amend this policy, considering new legislation and government guidance, and previously reported incidents, in order to improve procedures.

Staff will:

- Be alert to the possible harassment of pupils, both inside and outside of the school, and to deal with incidents of harassment and/or discrimination as the highest priority.
- Carry out their statutory duties relating to equal opportunities and inclusivity, and pertaining to their specific roles.
- Have due regard to the sensitivities of all pupils, and not provide material that may cause offence.
- Act as a role model for equality, diversity and inclusion across the whole school community.

4. Forms of discrimination

Discrimination by or against an employee is generally prohibited unless there is a specific legal exemption. Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination occurs where someone is treated less favourably because of one or more of the protected characteristics outlined in [Appendix A](#). For example, rejecting an applicant on the grounds of their race because they would not “fit in” would be direct discrimination.

Indirect discrimination occurs where someone is disadvantaged by an unjustified provision, criterion or practice that also puts other people with the same protected characteristic at a particular disadvantage. For example, a requirement to work full time puts women at a particular disadvantage because they generally have greater childcare commitments than men. Such a requirement will need to be objectively justified.

Harassment related to any of the protected characteristics is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Victimisation is also prohibited. This is less favourable treatment of someone who has complained or given information about discrimination or harassment, or supported someone else's complaint.

5. Protected characteristics

Staff will not discriminate against, harass or victimise a pupil, or prospective pupil, because of their:

- Sex.
- Race.
- Disability, which includes mental health, encompassing prejudiced assumptions, attitudes or behaviours related to mental health.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic related to a person, such as a parent, with whom the pupil or prospective pupil is associated. Staff will not discriminate against a pupil, or prospective pupil, because of a characteristic which they are believed to have, even if the belief is mistaken.

6. Sex

For the purpose of this policy, sex refers a pupil's biological assignment at birth depending on their reproductive organs. The school understands that some pupils may identify as a gender different to the sex they were assigned at birth.

Staff will ensure that pupils of one sex are not singled out for different or less favourable treatment from that given to pupils of other sexes.

The school will only separate pupils by sex where there is reasonable justification for doing so, or if one of the following applies:

- Pupils will suffer a disadvantage connected to their sex
- One sex has needs that are different from the needs of the other sex
- Participation in an activity by pupils of one sex is disproportionately low

The school will consider non-statutory exceptions on a case-by-case basis, and regularly review the impact of any separation to ascertain whether it remains lawful.

Pupils will be offered equal opportunities to undertake any activity in the school. Separate girls' and boys' sports teams may be offered in some sports in order to ensure equal participation, although children can ask to participate in either team. Pupils' age and stage of development will be taken into consideration before segregating sports teams. Both sexes will have equal opportunities to participate in comparable sporting activities; where separation is deemed necessary, the single-sex sports teams will receive the same quality and amount of resources.

There may be occasions where we deem it necessary to teach some subjects in single-sex classes, but the school will ensure that such classes do not give pupils a disadvantage when compared to pupils of the other sex in other classes. Occasions where pupils are separated to be taught in single-sex classes will be documented and the separation justified to ensure

parents, Ofsted and, where necessary, the wider community can understand the reasons behind separation. Where a subject is taught in a single-sex class, trans pupils will be allowed to attend the single-sex class that corresponds with the gender they identify with.

7. Race and ethnicity

Staff will ensure that pupils of all races and ethnicities are not singled out for different and less favourable treatment from that given to other pupils and the school will regularly review its practices to ensure that they are fair.

Staff will ensure multilingual learners (previously known as having 'English as an Additional Language') are treated equally and fairly, while ensuring they are supported at all times.

The school will not segregate pupils on the basis of their race or ethnicity, understanding that claims of 'separate but equal' will not be tolerated, and that such actions will always be viewed as direct discrimination.

8. Disability

Staff will ensure that pupils with disabilities are not singled out or treated less favourably than other pupils simply because they have a disability, which includes any mental health issue, regularly reviewing our school practices to ensure they are fair.

The school will avoid implementing rules that could have an adverse effect on pupils with disabilities unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

Staff will ensure that they do not discriminate against pupils with disabilities because of something which is a consequence of their disability unless it is for a legitimate reason and is a proportionate way of achieving that legitimate aim.

The school will make any reasonable adjustments necessary to ensure the full inclusion of pupils with disabilities, especially where the pupil also has SEND but does not have a SEND statement or EHC plan.

SEND does not exempt pupils from the school's behaviour policy if their actions pose a risk to the safety or well-being of others. The school must balance the needs of the pupil with SEND with its duty to safeguard all pupils. Applying the behaviour policy to all pupils, regardless of SEND or disability, is lawful as long as reasonable adjustments are made to account for the child's specific needs and circumstances.

The school will meet its duty to undertake accessibility planning for pupils with disabilities and ensure that an Accessibility Plan is implemented and reviewed where necessary.

The school will adhere to its Special Educational Needs and Disabilities and Inclusion Policy containing further information addressing equal opportunities for pupils with SEND.

9. Religion and belief

Staff will ensure that pupils are not singled out or treated less favourably because of their religion or belief.

The school will ensure that pupils are provided with the appropriate space in which they can practice their faith, e.g. to perform their daily prayers.

Absences in relation to religious observances will be handled in accordance with the school's Attendance and Absence Policy.

The school will liaise with local religious leaders of all faiths to inform the amount of leave pupils will be granted in relation to religious observance.

10. Sexual orientation

Staff will ensure that all gay, lesbian and bisexual pupils, or the children of gay, lesbian or bisexual parents, are not singled out for different or less favourable treatment from that given to other pupils.

The school will ensure that pupils are taught about the nature of marriage, including same-sex marriage, by presenting the facts of English law – teachers will not offer personal opinions when discussing marriage in RE. The school will educate pupils on positive relationships, families and gender identities within the LGBTQ+ community. RE lessons will be taught in accordance with the school's policy.

Staff will ensure that any religious beliefs with regards to sexual orientation are taught to pupils in an educational context, in a manner that is not prejudicial or discriminatory.

Staff will support LGBTQ+ pupils to feel comfortable and ensure they can celebrate their identity.

11. Gender questioning children

The school follows [the DfE's December 2023 guidance](#) regarding gender questioning children.

Blackhorse Primary School takes a cautious approach to children questioning their gender identity, and considers the following:

- **Parental Involvement:** Schools must inform parents if a primary-aged child expresses a desire to transition or change their gender identity.
- **Social Transition:** the school will not facilitate social transitions (e.g., name or pronoun changes) for primary-aged children without parental consent and careful consideration of the child's welfare.
- **Single-Sex Spaces:** Children should use facilities and participate in activities based on their biological sex to ensure fairness, safety, and privacy.
- **Legal Context:** Schools must comply with the Equality Act 2010, which protects against discrimination, but are not required to automatically accommodate social transitions.

12. Pregnancy and maternity

The school will ensure that staff are not singled out or treated less favourably because they become pregnant, have recently given birth, have children or are breastfeeding.

The school will make reasonable adjustments to accommodate absence requests for the treatment and support of staff who are pregnant or have just given birth.

13. Looked-after children (LAC)

LAC and previously LAC (PLAC) will be given the highest priority for admissions, as per the requirements of our Admissions Policy.

Staff will ensure that pupils are not singled out or treated less favourably because they are looked after, or have previously been looked after, by the state.

A personal education plan will be created and implemented for all LAC and PLAC, to ensure that their education and development needs are fully covered, including appropriate transition and catch-up support to ensure that they do not fall behind.

Staff will ensure that any SEND that LAC or PLAC have are duly considered and addressed, whether this is with or without a SEND statement or EHC plan.

The school will adhere to its LAC Policy containing further information addressing equal opportunities for LAC.

14. The curriculum

Pupils will be exposed to thoughts and ideas of all kinds, and the school will not make any unjustified changes to curriculum content on the grounds of any protected characteristics that a pupil may have. The school will ensure, however, that the curriculum is as balanced as possible, and delivered in such a way that prevents discrimination and the promotion of prejudicial stereotypes.

To ensure equality, diversity and acceptance are taught and promoted throughout each subject area, the school will:

- **In English:** use texts which show positive representations of protected characteristics and which challenge stereotypes.
- **In Maths:** challenge gender stereotypes, including educating parents on the need to promote mathematics positively in the home to both boys and girls.
- **In Science:** reference a range of famous scientists from around the world.
- **In Geography & History:** select places and periods to study which help children understand contributions made by civilisations and cultures from across the globe to the modern world. The history and geography of the Indian sub-continent, the Caribbean and China will be taught in a variety of contexts to reflect the cultures and traditions of families within the school. Historical figures with a range of protected characteristics will be referenced.
- **In Religious Education:** develop children's understanding of the world's major religions; their key beliefs and traditions.

- **In Art:** study artists with from a range of cultures and traditions.
- **In Design Technology:** study key technological innovations made by civilisations and cultures from across the World.
- **In PSHE:** protected characteristics are actively explored within the Jigsaw scheme of work. Fundamental British values of mutual respect and tolerance, rule of law, democracy, and individual liberty are actively taught.
- **In PE:** an emphasis is placed on ensuring that gender stereotypes are challenged. The school ensures that children who are neurodivergent or have physical disabilities have access to a full PE curriculum.

The school will respect the right of parents to withdraw their child from aspects of the sex and relationships education (see Relationships and Sex Education Policy).

15. Promoting inclusion

Staff will promote inclusion and equality at our school through:

- Ensuring that pupils are called by their preferred names, which may be different from their legal names, ensuring the correct spelling, structure and pronunciation.
- Ensuring, as far as possible, that our governing board and staff reflect the full diversity of our local community.
- Providing an environment where prejudiced assumptions, attitudes and behaviours are continually challenged.
- Instilling in pupils an awareness of prejudice, giving them confidence that it can, and must, be eradicated.
- Providing a variety of educational and residential visits that expose pupils to a wide range of cultural experiences.
- Ensuring equal access to opportunities, such as extracurricular activities and the curriculum.
- Taking care in the use of language and the choice of resources, so that teaching and non-teaching staff avoid reinforcing stereotypical views of society.
- Valuing the cultural experiences and contributions of all pupils, regardless of any protected characteristic that they may have.
- Communicating our policy to parents to gain their understanding, agreement and support for its provisions.
- Discussing equality issues as an agenda item for the school council.
- Promoting equality of opportunity within the wider society.
- Ensuring admission arrangements will not unfairly disadvantage a pupil from a particular social or racial group, or with SEND.

16. Pupils that have left school

The school's responsibility to not discriminate, harass or victimise will not end when a pupil has left school. It will continue to apply with regard to subsequent actions related to our previous relationship with the pupil, such as the provision of references.

17. The Public Sector Equality Duty

The school will meet its duty to publish:

- Annual information to demonstrate how the school is complying with the Public Sector Equality Duty, taking into account the specific circumstances surrounding pupils who have any of the protected characteristics outlined in the [Protected characteristics section](#) of this policy.
- Equality objectives (at least every four years) outlining how the school may further equality.

There are some protected characteristics where statistical data is less likely to be readily available, and pupils will not be pressured into providing information related to any characteristic which they may identify with.

18. Bullying and discrimination

Our Anti-bullying Policy will be used in conjunction with this policy in order to prevent, and effectively deal with, any discriminatory incidents.

Any bullying incidents of a child protection or safeguarding nature will be reported, recorded and dealt with in line with the process in our Safeguarding & Child Protection Policy.

The headteacher will decide whether it is appropriate to notify social services and/or the police of any incident.

Concerns with regards to the handling of bullying and discrimination incidents will be dealt with via the procedures outlined in the Complaints Procedures Policy.

19. Recruitment and selection

The school will aim to ensure that no job applicant suffers discrimination because of any of the protected characteristics. The school's recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities. Job selection criteria will be regularly reviewed to ensure that it is relevant to the job and not disproportionate. The shortlisting of applicants will be done by more than one person wherever possible.

Job advertisements will avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying. The school will take steps to ensure that vacancies are advertised to a diverse labour market.

Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which will only be used with the HR specialist's approval, such as:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
- Positive action to recruit disabled persons.
- Equal opportunities monitoring (which will not form part of the decision-making process).

The school is required by law to ensure that all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, will be expected to produce original documents, e.g. a passport, before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Border Agency.

To ensure that this policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in our organisation, the school will monitor applicants' ethnicity, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information will be voluntary and will not adversely affect an applicant's chances of recruitment or any other decision related to their employment. The information will be removed from applications before the shortlisting process, and will be kept in an anonymised format solely for the purposes stated in this policy. Analysing this data helps the school take appropriate steps to avoid discrimination and improve equality and diversity.

20. Staff training

New staff will receive relevant training on the provisions of this policy during their induction.

Staff will receive the appropriate equalities training that will:

- Focus on staff specialisms in relation to equality, for example, a focus on homophobic bullying to address a planned approach towards inclusion.
- Ensure all staff are aware of, and comply with, current equalities legislation and government recommendations.
- Ensure all staff are aware of their responsibilities and how they can support pupils with protected characteristics.
- Provide support for teachers to effectively manage any discrimination towards pupils with protected characteristics.
- Provide up-to-date information on the terms, concepts and current understandings relating to each of the protected characteristics.
- Develop appropriate strategies for communication between parents, educators and pupils about any issues related to a protected characteristic.
- Ensure that the school is aware of, and participates in, relevant awareness days, such as Black History Month, World Disability Day, Transgender Day of Remembrance, Pride, and International Women's Day.

21. Termination of employment

The school will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

The school will also ensure that disciplinary procedures and penalties are applied without discrimination, whether they result in disciplinary warnings, dismissal or other disciplinary action, in line with the school's Disciplinary Policy and Procedure.

22. Disability discrimination

The school will encourage staff who are disabled or become disabled to inform the headteacher or their line manager about their condition so that the school can support them as appropriate.

Staff experiencing difficulties at work because of their disability (physical or otherwise) may wish to contact their line manager or the head of HR to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Their line manager or the head of HR may wish to consult with the staff member and a medical adviser about possible adjustments.

The governing board will monitor the physical environment of the school premises to consider whether certain features place physically disabled staff, job applicants, service users, or other stakeholders at a substantial disadvantage compared to others. Where reasonable, the school will take steps to improve access for disabled staff and service users.

23. Part-time, zero hours, and fixed-term employees and agency workers

The school will monitor the conditions of service of part-time employees and their progression to ensure that they are being offered appropriate access to benefits and training and promotion opportunities. The school will ensure requests to alter working hours are dealt with appropriately under the Flexible Working Policy.

The school will monitor its use of zero hours and fixed-term employees and agency workers, and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion and permanent employment opportunities. The school will, where relevant, monitor their progress to ensure that they are accessing permanent vacancies.

24. Breaches of this policy

If a member of staff believes that they may have been discriminated against, they will be encouraged to raise the matter through the school's Grievance Policy. If they believe that they may have been subject to harassment, they will be encouraged to raise the matter with their line manager and/or the Leaf Trust Head of HR.

Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure. Staff who make such allegations in good faith will not be victimised or treated less favourably as a result. False allegations which are found to have been made in bad faith will, however, be dealt with under our Disciplinary Policy and Procedure.

Any member of staff who is found to have committed an act of discrimination or harassment will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The school takes a strict approach to serious breaches of this policy.

25. Monitoring and review

This policy will be reviewed by the headteacher and governing board at least every three years but review will be considered annually as part of the action plan review. Any ammednments will be duly communicated to staff.

Equality and Diversity Audit Checklist

Please use the check list below to assess the organisation's health and from that use the 'traffic lights' in the right hand columns to record where you consider your organisation to be in relation to each indicator.

Do you have/monitor the following?

Item	In place – Y/N	Equality analysis undertaken – Y/N	Does it cover equality, diversity and/protected characteristics? Additional comments	R	A	G
Governance/ school management						
Governance ToR	Yes	No				
Job descriptions of governing body	No	No				
Skills audit for governing body	Yes	Yes	Questions relating to skills and knowledge of Equality and diversity – completed annually			
Vision statement	Yes	Yes	'valued for uniqueness' Linked into all school policies			
Governing body reflective of community	Yes	No	Reflective of community and members needs and skills are consider annually No equal opps. form as part of application process			
Managing harassment, discrimination, victimisation and bullying of staff and pupils	Yes	Yes	Policy in place and shared with all staff Culture of openness established, staff know how to share concerns Safeguarding procedures and flow chart displayed throughout the school			
Equal Opportunity / Inclusion Policy	Yes	Yes	Equality impact assessment completed and displayed at start of policy – reviewed annually Equality considered in the review of all policies governors approve			
Management of employees						
Safer Recruitment policy	Yes	Yes	Equality impact assessment included			
Equalities commitment form	Yes	Yes	This is completed by The Leaf Trust HR			

			EAL provision for assessments is weak			
Staff trained/ experienced in meeting diverse pupils needs	Yes	Yes	<p>Successfully support and promotes the inclusion of pupils with SEND</p> <p>The Leaf Trust has introduced a new Multi-lingual learners strategy to improve provision and induction for global majority pupils.</p> <p>Training around all protected characteristics and how to support these is ongoing.</p>			
Parent/ community involvement						
Parents informed of child's progress	Yes	Yes	<p>2x parents evenings per year</p> <p>2x termly reports</p> <p>1x annual report</p> <p>3x per year IPM meetings</p>			
Parents involved in the school	Yes	Yes	Parents are very involved in the school however a small minority are less included because of language barriers and this exists from the very start as induction materials are not bilingual			
Fostering good relations with local organisations and community groups	Yes	Yes	Links with community groups is growing however the nature of our locality means this is less diverse than we would like – branching further would help build the diverse experiences			

Equality and Diversity Action Plan – 2023 – 2026

Item	Action Required	Lead Person	Completion Date	Review
Curriculum				
Children have had less opportunities to visit places of worship to develop an understanding of multi-faith Bristol.	Prioritise on 2023-24 SDP. Led and monitored by RE Subject Leader.	RE Subject Leader & SLT.	Ongoing.	
BAME role-models are underrepresented in the school's curriculum.	Subject leaders to ensure that global majority role-models are visible throughout the curriculum.	Subject Leaders.		
Adults are insecure in their knowledge/skills to support pupils in appropriately engaging with diversity as well as challenging stereotypes	<p>Staff training on knowledge of protected characteristics</p> <p>Programme of CPD planned and delivered that supports staff in using language and strategies that are accessible to all and challenge/support all needs.</p>	ExHT and HoS	Sept 2025	
The language acquisition of multi-lingual learners is not sufficiently targeted and therefore does not develop fast enough.	<p>Introduce Leaf Trust Multi-lingual Learner strategy.</p> <p>Assess and track language acquisition for EAL pupils so that provision can be more effectively targeted</p>	SENCO & SLT	September 2026	
Pupils				

Evidence of isolated and infrequent racist remarks made by children (including online), suggest some discriminatory attitudes persist.	Continue to develop children's understanding of protected characteristics via the RSE and PSHE curriculum External visitors and targeted intervention for families and children to support a positive culture of diversity within the school community and beyond	PSHE, RE & HoS	Sept 2024	
Pupils in receipt of the pupil premium are underrepresented at in and out of school clubs.	SDP priority 1 – Focus on belonging 2024-25. DHoS to analyse club attendance Target PP families in club provision – remove barriers Allocate PP funding to facilitate paid club attendance	DHoS, SBM	Sept 2025	
Families and community				
The language needs of all families are not planned for from their first interaction with school.	Inclusion Leader to work with LEAF Leaf Multi-lingual learner strategy to improve provision. Translate main entry documents into 3 key languages based on core languages across the school	HoS	Sept 2026	
The breadth of the wider community is under represented in the partnerships the school enjoys.	Through the wider curriculum create links with community groups that more equally represent Bristol – EG parks, Foodbank @Resound, religious groups, art groups	Curriculum leaders	Sept 2025	
Governors & Staff				

Terms of reference do not clearly demonstrate equalities and inclusion priorities.	LEAF to support the development of ToR for the Local School Governance Boards that demonstrate the commitment to equality and inclusion.	CoG	Sept 2025	
Roles and responsibilities do not include equality and inclusion strands beyond SEND.	LEAF to support the development of new roles and responsibilities in line with the new Local School Governance Boards. All roles and responsibilities outline the commitment to equality and inclusion	CoG	Sept 2023	
Governors do not complete equal opportunities form as part of governor applications.	Seek to encourage greater representation of BAME parents/ stakeholders onto the governing body. Complete Governor diversity survey.	CoG Clerk	On-going Jan 2025	
Staff require further training on all protected characteristics and how to promote/support/educate pupils around these.	Staff training on knowledge of protected characteristics Working group established to understand knowledge, skills and concerns of staff in addressing/ challenging inequality Programme of CPD planned and delivered that supports staff in using language and strategies that are accessible to all and challenge/support all needs.	ExHT and HoS	On-going.	