



EQUALITY AND INCLUSION POLICY

Reviewed March 2025

Headteacher : Jo Reid

Chair of Governors: Sue Miller

Renewal date: March 2026

Policy determined

Botley School governing board

Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity

Teamwork

Kindness

Respect

Resilience

Creativity



Equality and Inclusion Policy

Purpose

Every child is entitled to receive fair access to the curriculum and school life.

We aim to ensure that every child and teacher is given an equal opportunity to achieve their full potential. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community.

To meet these aims, we are committed to:

- Ensuring equal access and treatment for everyone: We endeavour to achieve inclusion of all children whilst meeting their individual needs.
- A focus on individual progress as the main indicator of success.
- Providing adapted learning opportunities for all children, including those learning English as an additional language, and providing materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Being responsive to changing needs
- Avoiding prejudice by promoting mutual respect and British Values
- Working to an agreed code of conduct which can be modified, monitored and evaluated in accordance with current best practice in the area of equal opportunities.
- Educating and informing children, staff and parents about the issues in this policy

Equality Act

The Equality Act 2010 brought together all the legal requirements on equality that the private, public and voluntary sectors need to follow. It affects equality law at work and in delivery all kinds of services and in the context of this policy in all aspects of the provision of an education. Whether at work as an employee or in using a service, the message (or purpose) of the Act is that everyone has the right to be treated fairly at work or when using services.

The Act protects people from discrimination on the basis of certain characteristics and they vary slightly according to whether the person is at work or using a service.

The Public Sector Equality Duty encompasses General and Specific duties in promoting equality across the full range of protected characteristics, namely:

- Age
- Disability
- Gender reassignment
- Marriage or Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Age is a protected characteristic within the Equality Act (2010), but not in relation to pupils of any age in a school.

Botley School ensures that no parent, carer, employee or anyone associated with the school is discriminated against because of their age.

Equality of opportunity is a fundamental aspect of the ethos at Botley School. It is the responsibility of the governors, Headteacher and all personnel involved in the school to provide leadership in the development and implementation of effective policies to promote equality of opportunity.

Objectives

Equality and Inclusion Policy

- To promote a positive self-image in all children and to respect their individuality, providing for all pupils according to their needs
- To ensure equality of opportunity permeates the whole curriculum and ethos of the school
- In delivering the curriculum, to ensure it contains non-stereotypical images in order to overcome preconceived ideas of any of the protected characteristics
- To include resources books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups
- To ensure that the organisation of the school is sensitive to the needs of all
- To acknowledge the richness and diversity of British society and to help prepare children for their part in that society
- To develop a positive attitude to equal opportunity by all staff, parents, helpers, governors, children and all who participate in the school.

The Law

Unlawful discrimination occurs when one person receives less favourable treatment because of their having one or more protected characteristic. The law is extensive and complex especially when the implications of the Human Rights Act, also feature in considerations. Accordingly, the Headteacher will provide general guidance on matters which require clarification whilst ensuring professional guidance is sought when specific reference is needed to the Equality Act 2010 and relevant EU legislation.

Direct and Indirect Discrimination: In most cases, the nature of less favourable treatment will be clear and common sense will dictate the necessary action to take, usually after reference to the Headteacher. Where doubt exists, then reference should be made to either the Headteacher or Chair of Governors.

Staff

The school values diversity amongst the staff. In all staff appointments, the most suitable candidate will be appointed on professional criteria, with recruitment carried out ensuring safeguarding children and safer recruitment in education procedures are adhered to, and in a manner consistent with the requirements of the Equality Act 2010.

Identification

Teaching staff including teaching assistants and parent helpers or volunteers will observe children at play and in classrooms always seeking to identify positive values and behaviour. In instances of unacceptable or inappropriate behaviour suitable counselling will be given at the time but repeated unacceptable or inappropriate behaviour will be recorded for discussion with the Headteacher, parents and governing body.

Suitable training is to be undertaken by relevant teaching staff and governors to aid the identification of discrimination, learn techniques for managing and to keep abreast of changes in the law.

This document and others relevant to standards of behaviour (e.g. Positive Behaviour Policy) will be available for reading on the school website.

An "Open Door" policy will continue to operate in order that parents may discuss their concerns with the Headteacher and staff. Equally, early advice should be given of any protected characteristic (or suspected protected characteristic) which may affect a child's performance and/or behaviour at school. Consultation with parents, GPs, health visitors, speech and language therapists etc. may also be sought in appropriate circumstances. The school will maintain clear, factual and up to date records to identify patterns of behaviour which are contrary to our aims.

Positive Action

Unlike positive discrimination, which is in itself unlawful, positive action will be fostered in line with current best practice. Positive action will be considered where monitoring and evaluations of identified groups in school suggest that action is needed to ensure equity and inclusion.

Equality and Inclusion Policy

Daily Procedures

- Staff will use examples in their teaching to demonstrate the benefits of a mixed society and the contributions made to our history by individuals of all protected characteristics
- Role playing is seen as an essential means to address the issues raised in this area.
- Knowledge is encouraged in all aspects of school life to show the advantages of pooling experience, knowledge and various points of view.
- Job vacancies will be widely advertised to promote a diversity of candidates.
- Children, parents and staff will be given equal treatment, equal opportunity to voice their opinions and equal access to resources.
- Teaching material and other forms of communication are reviewed on a regular basis to ensure compliance with this policy.
- Positive examples, especially by pupils, will continue to be rewarded and made known to the wider school community.
- Assembly times will reinforce diversity, equity and inclusion values and positive behaviour in the area of equal opportunities and involve peer groups in the discussions.
- Staff meetings will include equal opportunity issues, with particular reference to this policy and its inclusion in curriculum activity.
- Clear and constant messages will be given regarding the school's values and disciplinary procedures in line with the policy on behaviour.

Involving Parents

As with all school policies, there is a critical role to be played by parents. Several aspects of this document have referred to the consultation process and the need to reinforce positive values and behaviour in our community.

All forms of discrimination by any person within the school are to be treated seriously and a careful note kept of any such incidents. It must always be made clear that such behaviour is unacceptable. Subsequent incidents should be reported to the Headteacher or Senior Leadership Team.

Parents will continue to be informed of how their child displays the school values, together with any aspects of their attitude towards others which gives rise to concern. Initial liaison regarding discrimination problems is expected to be of an informal nature - by the class teacher or Headteacher.

Records will be maintained and ongoing concerns will be discussed in depth by the Headteacher and parents. Parents who are unavailable or unwilling to discuss individual cases will receive a letter inviting their response, a copy of which will be held on file.

In the event that formal disciplinary proceedings are contemplated, or if co-operation is not evident the governing body will be consulted and a plan of action agreed. Continued unacceptable behaviour could result in exclusion procedures for the pupil.

Success Criteria

The measurement of equal opportunities in practice requires a variety of criteria to be assessed, of both a quantitative and qualitative nature. Key areas for consideration are:

- The level of complaints by pupils, staff and parents will be reviewed each term or more frequently if unsatisfactory trends are evident.
- Attendance records, punctuality and unauthorised absences will be examined in this respect.
- The degree of pupil-pupil and pupil-teacher interaction during learning/play periods is deemed equally important.
- Assessment results need constant attention and samples analysed to detect signs of underachievement against baseline assessments, teachers' expectations etc. Such comparisons will pay regard to equal opportunities factors.

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Practice Around School

- All children should have work displayed at some time during the school year
- Children with special educational needs must be given equal access to the curriculum
- All children have equal access to extra-curricular activities
- Staff need to have an awareness of the demands of the individual and endeavour to give equal attention and speak in the same manner to all children, avoiding bias when praising or disciplining.
- All children should have equal opportunities to help with jobs and mixed groups should move PE equipment
- All children must have an opportunity to take books home to read
- Children should be involved in formulating class rules at some point in each academic year
- Parents and link governors have an opportunity to view the type of teaching/work undertaken in support of the curriculum. This should encourage an independent perspective of the way in which the 'wider community' is portrayed.
- Our aim is to have a zero incidence of, and tolerance for, discriminatory behaviour. The school should exude a confident, progressive approach to the aims set out in this policy, actively demonstrating the benefits of mixed contributions and teamwork

Management and Organisation

- To review all policies to ensure that each area, whether a whole school issue or a curriculum subject, takes account of the specific ways in which equal opportunities applies
- To monitor academic achievement by analysing assessment results and other relevant pupil data scores, including LA information, by identified groups.

Ethos

- To ensure that displays around the school reflect a variety of positive images which are free from stereotyping associated with any protected characteristic.
- To plan a programme of assemblies which includes opportunities to challenge prejudice, question stereotyping and enhance understanding of our multi-cultural and pluralistic society
- To ensure that all assemblies are free from messages or language which undermine principles of tolerance or understanding
- To encourage adults from a broad spectrum of society to visit the school, particularly to demonstrate positive role models across all protected characteristics.
- To devise schemes of playground use which avoid domination of space by any particular group
- To provide training and support in order to ensure that playtime supervisors uphold the principles of equal opportunities in their work with children
- To include in the school's behaviour policy a reference to the avoidance of sexual or racial harassment and abuse, together with clearly understood procedures for dealing with any occurrences
- To ensure that sanctions used in the school for all pupils are applied equitably.
- To encourage an understanding of the ways in which language can be used to stereotype and undermine confidence
- To make clear that any abuse against any protected characteristic is unacceptable
- To ensure that school publications reflect the commitment to equal opportunities and are free from bias
- To provide access to the school site for wheelchair users and people with other disabilities. (See Accessibility Plan and Policy)
- To encourage and develop positive links with the local community
- To make all visitors feel welcome.

Classroom Practice and Delivery

- To ensure equal access to resources, equipment and toys
- To take steps to build the skills and confidence of all children in areas where they may lacking in confidence
- To ensure equal opportunities for talking and listening in whole class discussion, group work and paired work

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- To divide teacher time equitably between all groups
- To create an environment in which co-operation is central and in which children will work in a range of grouping contexts (single or mixed sex, mixed ability, random or compatible) comfortably and with purpose
- To teach children the skills to resolve conflicts and become assertive.

Curriculum Planning and Design

- To review the taught curriculum and actively seek opportunities to address the issues of equal opportunities
- To ensure that multi-cultural issues are not presented in a tokenistic way
- To be aware of, and challenge, bias and stereotypical viewpoints within our teaching and language
- To draw on examples from many cultural traditions and recognise Britain as having a diverse cultural background
- To help children explore the idea of 'stereotyping' in order that they can make more informed choices in relation to their identity (i.e. sex, disability, race, ethnicity, religion or cultural background)
- To be aware of the balance of male/female roles, disabled/able-bodied and roles from a variety of cultural backgrounds, when choosing historical figures or the work of artists, composers, authors etc. as a focus for a curriculum area.

Assessment

- To monitor assessment procedures to ensure that they are not distorted by stereotyped attitudes and expectations

Resources

- To prepare and select resources which are free from bias.
- Where their use is unavoidable, to employ biased resources as a means of provoking discussion of equal opportunities issues.

Linked Policies

There are a number of policies linked to the Equality and Inclusion Policy, including the following

- SEND Policy and SEND school information report
- EAL
- Accessibility Policy
- Positive Behaviour Policy
- Attendance Policy
- Supporting Medical Needs Policy including administration of medicines
- Exclusion Policy
- SMSC and British Values Policy
- Pupil Premium Policy
- Designated Teacher for Looked After Children and Post Looked After children

See Appendix B

Equality and Inclusion Policy

Appendix A Equality Objectives

Overall Success Criteria:

- All the Botley School community are accepted, their individuality is celebrated and they feel a sense of belonging to the school, the wider local community local and global community.
- All individuals promote and model respect for each other and our rights.
- Staff, pupil, parent and community voice reflects the inclusive ethos that celebrates diversity and equality in our vision and values.
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Characteristic	Objective	Actions	Success criteria	Lead Responsibility	Review
Sex	To ensure that all pupils and staff have equality of opportunities in the classroom, the curriculum and site.	<p>Ensure all staff, parents and children support our school values and British Values as identified by the DfE.</p> <p>Clubs will be open to all pupils</p> <p>Staff will avoid separating groups according to sex.</p> <p>The school will provide positive role models for all walks of life across sexes.</p> <p>The school will review the curriculum to ensure an equitable balance of positive role models.</p> <p>Analysis of Assessment data will be used to ensure equitable access to the curriculum and promote positive outcomes.</p>	<p>Pupils' outcomes are positive for boys and girls. Boys and girls access school equipment, games and opportunities with equity.</p> <p>All staff and pupils feel welcome in all areas of school life and that the school provides a safe environment, regardless of sex.</p>	Senior Leadership Team	Annually
Race	<p>To facilitate an open respect for all races represented in the school and wider community.</p> <p>Promote a deep understanding of our pupils in</p>	<p>Any racist incident is thoroughly investigated and perpetrator receives suitable and age appropriate sanctions and additional educational intervention.</p> <p>British Values and Social, Moral, Spiritual and Cultural concepts are</p>	<p>All individuals promote and model for those of different races.</p> <p>The pupils and school community have a good understanding of Botley School values and British Values, and how they are taught in school.</p>	Senior Leadership Team	Annually

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	a multi-cultural Britain.	<p>embedded ion the curriculum and the programme of school assemblies.</p> <p>Attainment outcomes for groups is monitored and support established</p>	<p>Staff, pupil, parent and community voice reflects the inclusive ethos that celebrates diversity and equality in our vision and values.</p> <p>Outcomes and progress from individual starting points are good for all pupil groups.</p>		
Disability	<p>To ensure all staff are aware of and understand disabilities; how to identify them and how they can be supported within and beyond Botley School.</p> <p>To ensure that all disabled pupils, staff and parents or carers have all reasonable adjustments made for them.</p>	<p>When planning activities, school staff to be aware of all members of their class- including those with non-visible difficulties and ensure the curriculum is adapted to ensure needs are met with equity</p> <p>The school will regularly review and update the Accessibility Plan and Policy to match the needs of the school community</p> <p>Individual medical care plans, individual risk assessments, SEND profiles and inclusion action plans will be used to ensure needs are met</p>	<p>Attainment outcomes for groups monitored and support is established to ensure all groups make good progress.</p> <p>School records (Pupil Profiles, Pupil Premium Record etc.) demonstrate good progress of SEND pupils in all aspects of school life.</p> <p>INSET, staff meetings on disability awareness to widen general knowledge.</p> <p>Disability awareness</p>	Senior Leadership Team	Annually
Religion and Belief	<p>To facilitate an open respect for different faiths and beliefs in the school community.</p> <p>Promote a deep understanding of our pupils in a multi-cultural Britain.</p>	<p>Ensure all staff, parents and children support our school values and British Values as identified by the DfE.</p> <p>Teach a broad and balanced RE curriculum which reflects the religions represented in the school community</p> <p>The school will actively celebrate a diversity of</p>	<p>The school community have a good understanding of British Values and model these in school.</p> <p>Attainment analysis for RE demonstrates a high level of understanding of different faiths.</p>	Senior Leadership Team	Annually

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		faith / belief events and holidays.			
Sexual Orientation	To ensure that we are accepted as individuals and know that we belong in an open and supportive environment.	The school will hold regular assemblies on protected characteristics including sexual orientation. The school will follow the anti-bullying policy and procedures and the Restorative and Positive Behaviour Policies to ensure all incidents linked to sexual orientation are managed well. The school will follow the Relationships and Sex Education policy and scheme of work in school. The RSE policy will go through a consultation process on an annual basis.	All pupils and staff feel that Botley School is a safe space and free from homophobia. All pupils and staff thrive within the school environment.	Senior Leadership Team	Annually
Gender Reassignment	To ensure that we are accepted as individuals and know that we belong in an open and supportive environment.	The school will follow the Accessibility Plan and Policy. When planning refurbishments the school will ensure consideration of gender-neutral facilities, in addition to separate sex facilities for older pupils.	All pupils and staff feel included in school. All pupils and staff feel that the school facilities provide them with safe spaces.	Senior Leadership Team	Annually
Pregnancy and Maternity	To ensure all personnel are supported through pregnancy and maternity and are not subject to discrimination, whether directly or indirectly.	The school will follow the Acer Trust Policies and schemes to support the workforce, including: Maternity Scheme; Paternity scheme; Shared Parental Leave Policy. The school will also follow the Acer Trust policies for Adoption leave.	Staff are not discriminated against for promotion if they are parents, maternity programmes and KIT days support progression when career gaps are taken.	Senior Leadership Team	Annually
Age	To ensure that all staff are treated with equity and age discrimination is challenged	The school will follow the Acer Trust Safer Recruitment Policy and recruitment guidelines to prevent age discrimination during the recruitment.	Staff of all ages access quality CPD opportunities to progress their career Staff are employed according to their experience and qualifications, not their age.	Senior Leadership Team	Annually

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	<p>throughout the workforce.</p>	<p>The school will make sure all its employees, no matter what their age, are made aware of opportunities for training and personal development; use constructive and regular career/work-life discussions with all employees to identify training needs that benefit employees and the organisation; be reasonable, flexible and considerate about when and where training takes place.</p>	<p>All staff feel supported and welcomed, enabling them to support good outcomes for pupils in school.</p>		
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Equality and Inclusion Policy

Appendix B: Policies linked to the Equalities and Inclusion policy

