Learning and Achieving Through Love, Courage and Respect

Equality Statement and Objectives

Mission Statement and Values

Our Vision

We provide a collaborative and nurturing environment with a supportive Christian ethos where everyone is enabled to thrive and flourish in their own unique way.

Equality Statement

Statement of Intent & Legal Framework

This policy outlines the commitment of the staff and Governing Body of Brighstone C.E. Primary School to promote equality, diversity, and inclusion in compliance with the **Equality Act 2010**, the **Public Sector Equality Duty (PSED)**, and relevant Department for Education (DfE) statutory guidance.

We actively work to remove barriers that could lead to unequal outcomes for pupils, staff, parents/carers, governors, and visitors, ensuring equality of access to education and employment while celebrating the diversity of our local and wider community.

Equality filters through every aspect of school life and is the shared responsibility of every member of our school community. Every individual has the right to feel safe, secure, valued, and treated with equal worth.

Protected Characteristics

Under the Equality Act 2010, we ensure that no member of our school community faces unlawful direct or indirect discrimination, harassment, or victimisation on the grounds of:

- Age *(as an employer)*
- Disability
- Gender reassignment
- Marriage and civil partnership *(as an employer)*
- Pregnancy and maternity
- Race *(including colour, nationality, and ethnic or national origin)*
- Religion or belief *(including lack of religion or belief)*
- Sex *(interpreted in accordance with statutory guidance and legal definitions)*
- Sexual orientation

Core Pupil Rights

At Brighstone C.E. Primary School, we uphold that every child has:

- The right to learn
- The right to be safe
- The right to be respected

Public Sector Equality Duty (PSED) Commitments

In accordance with our statutory obligations under section 149 of the Equality Act 2010, the school pays due regard to the need to:

1. **Eliminate discrimination, harassment, victimisation**, and any other conduct prohibited by the Act.
2. **Advance equality of opportunity** between people who share a protected characteristic and those who do not, by:
    - Removing or minimising disadvantages suffered by people due to their protected characteristics.
    - Taking steps to meet the needs of people from protected groups where these are different from the needs of other people (e.g., making reasonable adjustments for pupils or staff with disabilities).
    - Encouraging people from protected groups to participate fully in public life and extra-curricular activities.
3. **Foster good relations** across all characteristics—between people who share a protected characteristic and those who do not—by tackling prejudice and promoting understanding, empathy, and shared values.

Operational Principles

To fulfil our statutory obligations, the school ensures that:

- **Equal Worth:** All learners, prospective learners, and staff members are valued equally.
- **Inclusive Education & Employment:** Safer recruitment procedures, continuous professional development (CPD), pay, and promotion practices are free from unlawful bias or discrimination.
- **Accessibility:** Physical environments, curriculum content, and communications are accessible, supported by our standalone Accessibility Plan.
- **Statutory Compliance:** We systematically conduct Equality Impact Assessments (EIAs) on key policy decisions, publish relevant workforce/pupil equality data annually, and review our Equality Objectives at least once every four years.
- **Safeguarding & Guidance Alignment:** Provisions for pupil wellbeing, Relationships, Sex and Health Education (RSHE), uniform, and single-sex provisions adhere strictly to current DfE statutory guidance and safeguarding standards.

This statement reflects our Equality, Diversity and Inclusion Policy

Brighstone C.E. Primary School

Equality Objectives:

	Objective	Success Criteria	Action / Activity	Lead(s)	Evaluation / Evidence
	Promote understanding, inclusion, and respect for diversity across the whole community.	All children, staff, and families demonstrate respect for diversity. Fully compliant RSHE/PSHE delivery with parent partnership. Staff trained in current PSED requirements and unconscious bias.	Deliver statutory RSHE within the PSHE curriculum, holding regular parent engagement sessions. Conduct annual staff CPD on equality duties, inclusive practice, and anti-discrimination. Share Equality Statement and PSED goals via newsletters, website, and staff inductions.	Headteacher (EG) School Leaders PSHE / RSHE Lead	Parent consultation logs. CPD attendance and feedback records. Annual PSHE/RSHE curriculum audit.
	Diversify the curriculum and promote diverse role models reflecting Modern Britain.	Curriculum resourcing reflects diverse representation (race, disability, gender, background). Broad range of visitors and experiences embedded into the school calendar.	Audit reading books, history units, and learning materials to ensure broad diversity. Schedule external visitors, assemblies, and educational visits celebrating varied role models. Ensure school displays and calendar events reflect diverse achievements and global perspectives.	Subject Leaders Class Teachers Collective Worship Lead	Curriculum audit reports. Assembly and visitor logs. Pupil voice surveys on diverse role models.
	Advance equality of opportunity and eliminate prejudice-related incidents.	Zero tolerance for prejudice-related incidents. Robust incident tracking and prompt educational interventions. Inclusive extra-curricular participation.	Monitor behaviour logs specifically for trends related to protected characteristics (e.g., racist or homophobic language). Address incidents through restorative actions, parent involvement, and targeted learning. Use Collective Worship to address current world events, human rights, and British Values.	Senior Leadership Team (SLT) All Teaching Staff Governing Body	Termly prejudice-related incident logs reported to Governors. Attendance and uptake records for extra-curricular clubs by pupil groups.

	Ensure fair workforce practices and embed PSED into leadership decisions.	Recruitment, pay, and CPD processes comply with equality legislation. Governance decisions evaluated via Equality Impact Assessment (EIA) principles.	Conduct annual workforce data analysis regarding protected characteristics and present to the Finance & Audit Committee. Apply EIA reviews to major policy updates, estate alterations, and budget decisions. Maintain flexible working, maternity, and fair recruitment policies.	Executive Headteacher School Leaders Governors (Finance Committee)	Annual workforce equality report. Minute logs of Governor policy reviews showing EIA consideration.
	Monitor and narrow achievement gaps for pupils with protected characteristics.	Pupils with protected characteristics (SEND, ethnicity, gender, etc.) achieve expected or higher progress. Reasonable adjustments effectively implemented	Rigorously track attainment and progress data for cohorts with protected characteristics during termly pupil progress reviews. Implement targeted interventions and reasonable adjustments in coordination with the Inclusion Manager and external agencies	SLT Inclusion Manager Class Teachers Governors (Standards)	Termly data analysis tracking cohort progress. Provision maps and SEN/EHC plan reviews.
	Foster good relations and shared cohesion between people of different backgrounds, beliefs, and characteristics across the school	Increased sense of belonging among pupils and families. High engagement in cross-school community and cultural events. Reduction in anti-social or exclusionary behaviours.	Design a structured annual calendar of shared events, anti-bullying awareness activities, and community initiatives that bring children, staff, and families together to celebrate differences. Facilitate peer-mentoring, buddy systems, and mixed-school collaborative projects between Freshwater & Yarmouth, Shalfleet and Brighstone campuses to promote empathy and friendship. Deliver structured Collective Worship and learning units focused on shared values, conflict resolution, active listening, and celebrating unique family backgrounds.	SLT PSHE / Collective Worship Leads Class Teachers	Annual pupil and parent sense of belonging survey results Participation logs for cross school events Antibullying week impact reviews and incident reporting logs

	Advance equality of opportunity for disabled pupils, staff, and visitors through proactive accessibility and reasonable adjustments.	Zero discrimination in curriculum access or school environments. Proactive implementation of reasonable adjustments. Fully up-to-date Accessibility Plan integrated into wider school planning.	Conduct regular physical, sensory, and digital accessibility audits across both school sites to identify and remove physical and environmental barriers. Review individual pupil health care plans (IHCPs) and EHCP provision maps to ensure all necessary reasonable adjustments (e.g., auxiliary aids, modified equipment, extra time) are fully implemented and regularly reviewed. Provide targeted staff CPD on hidden disabilities, neurodiversity-affirming practices, and adapting learning resources to ensure all disabled pupils can participate in all school activities, trips, and sports.	Inclusion Manager SBM/Premises Lead SLT Class Teachers	Updated 3-Year Accessibility Plan and completed site audit records. Pupil Progress and SEN review documentation. Accessibility feedback from disabled staff, parents, and visitors.
	Ensure any use of physical intervention or reasonable force is strictly non-discriminatory, lawful, de-escalation focused, and monitored for equality impact.	Physical intervention used strictly as a last resort in line with statutory DfE guidance. De-escalation strategies prioritised. Transparent logging with zero disproportionate impact on SEND or vulnerable cohorts.	Implement a robust Restrictive Physical Intervention / Behaviour Policy that prioritises proactive de-escalation, sensory regulation, and relational approaches. Ensure staff undergo accredited physical intervention and de-escalation training, with explicit awareness of risks and considerations for pupils with SEND, trauma, or medical conditions. Systematically record and analyse all incidents of physical intervention, evaluating trends by protected characteristics (such as disability or race) and reporting termly to the Governing Body to ensure fair, proportionate practice.	SLT Inclusion Manager Designated Safeguarding Lead (DSL) Governors	Incident logs on My Concern detailing interventions, de-escalation attempts, and post-incident debriefs. Staff accredited training certificates. Termly Governor safeguarding and behaviour report analysis.