EQUALITY, DIVERSITY & INCLUSION POLICY

CARBEILE JUNIOR SCHOOL

PH – November 2026

1. Aims

This single policy replaces separate policies the School has on race, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in December 2011 and March 2012. It sets out the School's aims to promote equality of opportunity and comply with the Act and it also sets out our legal duties.

The primary aim of Carbeile Junior School is to enable all pupils to take part as fully as possible in every part of school life by developing every child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

At Carbeile Junior School, we will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, race, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

1.1 This means

- We will take reasonable and necessary steps to meet pupils' needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take, as full a part as possible, in all the activities of the School.
- We will make reasonable adjustments to ensure the School environment and its activities are as accessible and welcoming as possible for pupils, staff and visitors to the School.
- We are also committed to ensuring staff with a disability have equality of opportunity.
- We will encourage positive attitudes towards pupils and staff and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the School to ensure that individual pupils are achieving their potential, the School is being inclusive in practice, and trends are identified which inform the setting of our equality objectives in the School Development Plan.
- We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- We will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Services will be provided for them, where reasonable adjustments are required. By planning ahead, we will ensure that all pupils are able to take part in extra-curricular activities and residential visits. We will monitor the uptake of these to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the views of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources we will take every opportunity to promote and advance equality.

- Bullying and Prejudice Related Incidents will be carefully monitored, logged and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice related bullying.
- We expect that all staff will be role models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, we will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, antihomophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination.
- We will ensure pupil/parent/staff consultation is sought regularly in the development and review of this policy.
- We will seek regularly the views of pupils, parents, advisory staff and visitors to the School, to ensure that the School environment is as safe and accessible as possible to all School users. We will review regularly our accessibility plans.
- We welcome a diverse range of candidates and encourage those who are currently underrepresented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what 'reasonable adjustments' mean in practice.
- We will set out training and awareness sessions in the School Development Plan.
- We will maintain and update an 'Equality and Diversity' page on the School website to show how it we are complying with the Public Sector Equality Duty (PSED) in the Equality Act 2010 and advancing equality of opportunity.

2. Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010. This legislation covers employment (work), the provision of services and public functions, and education. Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

2.1 The 'Protected Characteristics' within equality law are:

Age

A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18 - 30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.

Disability

A person has a disability if s/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, Multiple Sclerosis and cancer are all considered as disabilities, regardless of their effect.

Gender reassignment

A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the School will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment.

Marriage and civil partnership

Marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.

Pregnancy and maternity
Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a woman's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.

Race
A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies, as well as White British people.

Religion and belief
Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum based activities, but pupils may withdraw from acts of collective worship.

Sex
A man or a woman.

Sexual orientation
A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment, as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

It is also unlawful to discriminate because of the sex, race, disability, religion or belief (or none), sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

2.2 'Prohibited Conduct' (acts that are unlawful)

Direct discrimination
Less favourable treatment because of a protected characteristic.

Indirect discrimination
A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.

Harassment
Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.

Victimisation
Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.

Discrimination arising from disability
Treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) and failure to make reasonable adjustments.

Gender reassignment discrimination
Not allowing reasonable absence from work for the purpose of gender reassignment in line with normal provision, such as sick leave).

Pregnancy/maternity related discrimination
Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.

Discrimination by association or perception
For example, discriminating against someone because they "look gay", or because they have a gay brother; discriminating against someone because they care for a disabled relative.

Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.

3. Public Sector Duties (applies to schools):
A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

a) Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
b) Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
c) Foster good relations between people (tackle prejudice and promote understanding). In practice, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.

4. Reasonable Adjustments and Accessibility Plans (Schedule 10) Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example; steps and lifts.
- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will:
    - Increase disabled pupils' access to the school curriculum,
    - Improve the physical environment,
    - Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate.

5. Curriculum
The School believes that every child is entitled to an adaptive, diverse and engaging curriculum. The curriculum builds on pupils starting points and is differentiated to ensure the inclusion of:

- boys and girls,
- pupils learning English as an additional language,

- pupils from minority ethnic groups,
- pupils who are gifted and talented,
- pupils with special educational needs and disabilities,
- pupils who are at risk of disaffection and exclusion.

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral and cultural development of all pupils. We cater for the interests and capabilities of all pupils and take account of parental preferences related to religion and culture.

6. Teaching and Learning
Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes in all curriculum areas. They are reviewed regularly to ensure that they reflect the inclusive ethos of the School.

7. British Values
In June 2014, the Prime Minister emphasized the important role that British Values can play in education. Further, how well a school promotes such values is an aspect of Ofsted's inspection process. British Values are promoted through our Christian Ethos Values program, SMSC in the curriculum, during school assemblies, Beliefs and Values teaching, and Personal, Social and Health Education (PSHE) sessions. As well as promoting British Values, the opposite also applies: we will challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views. We also make clear that these values are not unique to Britain. We acknowledge that they differ in no way from the values of the many countries and the cultural backgrounds represented by families at Barrow. Below are just a few examples of how we promote British Values.

7.1 Being part of Britain
As a school, we value and celebrate the diverse heritage of everybody at Barrow. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions and customs in the course of the year; with Christian festivals being the most prominent, but complemented by celebrations from different religions and cultures e.g. Chinese New Year and Diwali. We also value and celebrate national events such as Remembrance and Saints' Days.

Furthermore, children learn about being part of Britain from different perspectives. Two specific examples of when we teach about being part of Britain are:
- Geographically: Our rivers, coasts and seaside holiday topics ensure that children have a better understanding of what Britain is, learning more about: – its coasts, rivers and mountains; – where Britain is in relation to the rest of Europe and other countries in the world.
- Historically: Key moments in British history are studied in the topics about The Great Fire of London and the World Wars, etc.

7.2 Democracy
Children, parents and staff have many opportunities for their voices to be heard at Carbeile Junior School. Democracy is central to how we operate:
- Children are asked to respond and reflect on the teaching and learning they receive, as well as make suggestions during class assemblies.

- Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their School but also of their own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.
- Parents' opinions are welcomed at Carbeile through methods such as questionnaires, surveys at parent's evenings and Learning Hours.

7.3 Rules and Laws
The importance of rules and laws, whether they be those that govern our School or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the School year, each class discusses the School rules and class routines, principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- visits from authorities, such as the police and fire service,
- during Religious Education, when rules for particular faiths are thought about,
- during other school subjects, where there is respect and appreciation for different rules.

7.4 Individual Liberty
Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment, we provide boundaries for our pupils to make choices safely; for example:

- choices about which learning challenge or activity,
- choices about how they record their learning,
- choices around the participation in extra-curricular activities.

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our RSHE lessons.

7.5 Mutual respect and tolerance of those with different faiths and beliefs
Carbeile Junior School serves an area which is not very culturally diverse and we promote and celebrate different backgrounds and beliefs. Tolerance, politeness and mutual respect are at the heart of our aims and ethos. We work hard to ensure that our pupils are able to live and work alongside people from all backgrounds and cultures. This will be particularly necessary in a future where technological advances will make the 'world a smaller place.'

Our pupils know and understand that it is expected that respect is shown to everyone and to everything, whatever differences we may have. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the School community are encouraged to treat each other with respect.

Specific examples of how we at Carbeile Junior School enhance pupils' understanding and respect for different faiths and beliefs are:

- Through the strong Christian Ethos, we explore Christianity as a global faith and focus on respect and reconciliation between people.
- Through Religious Education, RSHE and other lessons where we develop awareness and appreciation of other cultures; in English through fiction and in art and music by considering cultures from other parts of the world.
- By celebrating cultural differences through assemblies, themed weeks, notice boards and displays.

Whilst instances contrary to our values are relatively rare, no school can guarantee that there will never be instances which are contrary to our values. Each is treated seriously in line with our policies and expectations.

8. Assessment, Pupil Achievement and Progress
Pupil performance is monitored by formal and informal procedures and is analysed by ethnicity and gender. Monitoring is carried out by members of the Senior Leadership Team (SLT), at regular intervals. Any pattern of under achievement of a particular group is addressed through targeted curriculum planning, teaching and support. The School ensures, where possible, that assessment is free of gender, cultural and social bias. Staff use a range of methods and strategies to assess pupil progress, applying strategies that are appropriate to individual children. Staff have very high expectations of all pupils and they continually challenge them to reach higher standards. The School recognises and values all forms of achievement. Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress.

9. Behaviour, Discipline and Exclusion
The School expects high standards of behaviour from all its pupils. The School's procedures for disciplining pupils and managing behaviour are fair and applied equally to all. It is recognised that cultural background may affect behaviour. The School takes this into account when dealing with incidents of unacceptable behaviour. All staff operate consistent systems of rewards and discipline. Pupils, staff and parents are aware of policies and procedures for dealing with harassment. They know that any language or behaviour, which is racist, sexist or potentially damaging to any minority group, is always unacceptable.

10. Admissions and Attendance
Steps are taken to ensure that the School's admissions process is fair and equitable to all pupils. Comprehensive information about pupil's ethnicity, first language, religion, physical needs, diet etc. is included in all admissions forms. The School and families are aware of their rights and responsibilities in relation to pupil attendance. Absence is always followed up by appropriate personnel who are aware of community issues. Provision is made for leave of absence for religious observation which includes staff, as well as pupils. Attendance is monitored by gender, ethnicity, special educational need and background. Action is taken in order to address any disparities between different groups of pupils.

11. Partnership with Parents
All parents / carers are encouraged to participate at all levels in the full life of the School. The School takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community. Information and meetings for parents are made accessible to all. Support is given to read and interpret news letters, reports and other documents when this is required. Progress reports to parents / carers are accessible and appropriate, in order that all parent/ carers have the opportunity to participate fully. Information material for parents/ carers is easily accessible in user friendly language and could be made available in languages and formats other then English, if appropriate. The School works in partnership with the parents to address specific incidents and to develop positive attitudes to difference.

12. Responsibilities
Responsibilities under this policy are as follows:

12.1 Governing Body
- Ensure that the School complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other School policies promote equality.

12.2 Headteacher

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training, as appropriate, to enable them to deliver this policy effectively.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work - for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

12.3 All staff

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities, as necessary, to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

12.4 SENDCO

- Enact this policy, its commitments and procedures, and their responsibilities associated with this policy.
- Ensure quality provision for all SEND pupils is based on need.

12.5 Pupils

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

12.6 Visitors (e.g. parent helpers, contractors)

- To be aware of, and comply with, the School's Equality, Diversity and Inclusion Policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on School premises.

13. Supporting Policies

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Complaints Policy
- Curriculum Policy
- Online Safety Policy
- Health and Safety Policy
- Behaviour Policy
- Educational Visits Policy
- Confidentiality Policy
- Safer Recruitment Policy
- Physical Restraint & Contact Policy

- Safe Working Practices Policy
- Safeguarding and Child Protection Policy
- Whistle Blowing Policy

14. For more information
download guidance from the DfE:
http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/th e-equalityact-2010

and Equality Human Rights website:
http://www.equalityhumanrights.com
which includes the guidance for education providers (schools)

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities.

POLICY REVIEW
The **Carbeile Junior School EQUALITY, DIVERSITY & INCLUSION POLICY** will be reviewed annually as part of the overall policy review system.

Policy Review: Annual

Signed Headteacher: Mr P Hamlyn

Signed Chair of Governors: Mrs S Morton

Date: 13th November 2026