



**BLISWORTH COMMUNITY**  
PRIMARY SCHOOL

Equality and Diversity Duty

2025 to 2028

## Equality Duty Information & Objectives

V1: Date of first publication: September 2021.

V2: Most recent review September 24.

V3: Re-written September 2025 (Current)

*On 5 April 2011, the Public Sector Equality Duty (The Equality Duty) came into force in England, Scotland and Wales. This duty replaces the existing race, disability and gender equality duties.*

### **The three aims of the General Equality and Diversity Duty are:**

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act - by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not - by taking steps to meet the needs of people from protected groups where these are different from the needs of other people
3. Foster good relations between people who share a protected characteristic and those who do not - by encouraging people from protected groups to participate in public life, or in other activities where their participation is disproportionately low.

The nine protected characteristics/groups are:

- Age
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief

- Sexual orientation
- Marriage or Civil Partnership

Blisworth Primary School also recognises the following individuals within this statement:

- Looked After Children or Children in Need
- SEND
- Children at risk of exclusion
- Children from an ethnic group, including those from Gypsy, Roma, Traveller background
- Children missing in education
- Children with medical conditions affecting attendance at school
- Are school age / teenage parents
- Are young carers
- Children within, or at risk of joining, the criminal justice system
- Children with mental health issues
- Children in receipt of free school meals
- Children living in areas of deprivation
- Gifted and talented
- Are gender questioning or going through transition
- Children who are Lesbian, Gay or Bisexual

This duty 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 relevant associate school policies. Failure to comply with School policies and procedures may result in disciplinary action. Discriminatory treatment, bullying or harassment of staff or students by visitors will also not be tolerated – including online.

## **Our vision for equality**

In fulfilling our legal duties listed above, we have the following vision embedded across our curriculum and policies.

- Every pupil should have opportunities to achieve exceptionally well in **all** areas of the curriculum to discover their loves, talents and true potential with any potential barriers removed.
- Every pupil should learn about and adopt our school values: integrity, collaboration, community, curiosity, courage and perseverance with the desire for this to continue into adulthood to ensure they grow into effective, model citizens who create further 'good' in the world and challenge where other's behaviour and attitudes fall short of these.
- Every pupil should feel a sense of belonging within our community and a sense of pride about themselves as an individual.

In compiling this equality information we have:

- Considered our policy and practice for equality across all of school, policy and practice.
- Looked at how our school meets the needs of protected characteristics and identified any areas for improvement.
- Ensured that current practice is always reviewed to forever enhance equality of opportunity.

## **School Evaluation**

Our school is determined to be inclusive of all pupils and staff and create a climate where it is safe to ask questions or say if something could be improved upon. The schoolwork force is more diverse than previous years and includes a wide range of role models. This is additionally supported by Rhino Sports Academy where diverse sports coaches support pupils in class as well as provide specialist PE sessions and before and after school clubs. When you walk into our school, you will not only be welcomed warmly by our team, but you will also see a celebration of achievements which identifies the success of both our staff and pupils from a wide range of backgrounds and experiences. The pupil population is continues to grow in diversity and pupils travel up to ten miles to come to our school. We increasingly benefit from pupils of a range of backgrounds. We continue to receive feedback from school visitors including the local authority whose observations and feedback were around how highly inclusive for all the school is which we continue to be very proud of.

All vulnerable pupils, including those with SEND, are considered in a whole school provision with a range of social, emotional and academic provisions in place to enable them to reach their potential and thrive. A named Governor with responsibility for SEND and another for Pupil Premium children monitor these pupils and their success. One has a background in opening free school status special schools in London and

beyond and another was a Headteacher in an area of deprivation in town. A learning walk carried out by the SEND and the Headteacher demonstrated that every pupil's needs were met and all were seen to be thriving in progressive but challenging teaching sessions. Children with SEND, including EHCPs, receive regular reviews to ensure that they are able to access school without barriers.

Our school continues to use CPOMs to record and chronologise any concerns and this allows us to classify any incidents. Behaviour and attitudes of pupils are strong, they know what we expect, how we celebrate successes and that they can tell an adult if they have worries. Teachers and leaders ensure that they are very present around school and children know that adults will be around during the day should they wish to talk to someone or raise worries. Any incidents are swiftly managed inline with policy and there is an ethos within the school of zero-tolerance of any behaviours in breach of our values and school expectations.

Policies and training promote high quality CPD to ensure that staff are well educated and well informed should they need to challenge if something were not appropriate. This includes low level concerns that do not reach the Whistle Blowing threshold. Safeguarding policies includes peer on peer abuse and specific reference to acceptable behaviours. There is a staff code of conduct. The behaviour and anti-bullying policies demonstrate zero tolerance can be implemented as required.

A vital part of our school ethos is underpinned by our six values and these are rewarded and embedded in curriculum planning and choices. We are an approachable school and will engage with any individual, regardless of the protected characteristics. We have a curriculum that we ensure is accessible to all and teaches our pupils about respect to all protected characteristics (at times implicit routed in messages of respect for similarities and differences). Our PSHE scheme has been adapted and mapped for our school context and new school values were embedded following consultation with the community and will continue to be reviewed inline with evolving practices and technology.

The school is small and as such, every individual pupil is well known, and provision is tailored to suit them – we are proud of this provision and will always strive to ensure that every single child 'is the best that they can be.'

## Equality Duty Information

<b><i>Protected Characteristics</i></b>	<b><i>How we meet the needs and ensure equality of opportunity.</i></b>		
	<b><i>What evidence do we hold that we eliminate unlawful discrimination, harassment &amp; victimisation?</i></b>	<b><i>How do we advance equality of opportunity between people who share a protected characteristic and those who do not?</i></b>	<b><i>How do we foster good relations between people who share a protected characteristic and those who do not?</i></b>
Age	<p>Role models of staff, governors and volunteers of diverse age range.</p> <p>Recruitment values a range of experience – policy adopted from LA’S HR.</p>	<p>Open recruitment procedure</p> <p>Recruitment training for SLT</p> <p>Clear messages upon interest that we do not discriminate and promote equality of opportunity</p> <p>Ensure that different year groups can play well and respect each other so that age is not a barrier for opportunity</p>	<p>Community links to the school</p> <p>Positive role models – increase in these</p> <p>Values for pupils and staff required to be followed</p> <p>Staff code of conduct</p> <p>Shared playtimes, assemblies and celebrations between age groups</p>
Disability	<p>Vulnerable pupils including SENDCO and pp provision mapping</p> <p>External agency engagement to ensure correct practice</p> <p>EHCP regularly monitored and updated to ensure high outcomes</p> <p>Disabled parking space</p> <p>Disabled toilet</p> <p>Please read the SEND Information Report and Accessibility Policy for further details.</p>	<p>SENDCO provision and policy implementation</p> <p>Staff CPD</p> <p>Use of external agency support when required</p> <p>Ensuring all children have opportunity across the curriculum with support plans of all pupils who need something’ different to’ to ensure full engagement for all in shared goals</p> <p>Accessibility plan</p> <p>Resources are adapted to ensure all can engage with curriculum learning when required</p>	<p>Engagement in the same activities with individual adjustments</p> <p>Values and celebration of similarities and differences – adapted Jigsaw PSHE scheme.</p> <p>Designated directed time at least termly for staff to plan provision, update support plans, gain pupil voice and meet with the children’s families in addition to parents evening.</p>

		<p>Pedagogy training from SENDCO delivered regularly</p> <p>Hearing and eyesight impairment demonstrated as met within class provision.</p>	
Sex	<p>Gender tracking on attainment and progress</p> <p>Observations of lessons and work scrutinise check for genders achieving in line with each other.</p> <p>Sports – equal access to lessons and competitions.</p> <p>Coaches – both male and female in post.</p> <p>Range of clubs on offer</p> <p>Parents of reception children report selecting our school with the belief that we will not ‘hold back their daughters’ and allow them to become whoever they want to be</p>	<p>Sports and PE accessible for both including mixed sex pe lessons and competitions where appropriate.</p> <p>Teaching sequence for Literacy adopted where research demonstrated accessible learning for boys</p> <p>Performance management observations to ensure sex does not prevent success in any subject falling under ‘groups’</p> <p>Staff CPD</p> <p>Effective policies</p>	<p>Mixed sport</p> <p>Opportunities in sports for girls</p> <p>Range of curriculum interests provided</p> <p>Effective PSHEC scheme</p> <p>Celebration of anyone’s successes</p> <p>Playtimes that enable the sexes to choose activities and mix.</p> <p>Removal of gender comments on the uniform policy to just include list of permitted clothing.</p>

Gender reassignment	<p>Unable to evidence specific circumstances currently</p> <p>Effective PSHEC curriculum supported by values education.</p> <p>Evidence that we meet individual needs in wider practice.</p>	<p>Unable to evidence specific circumstances currently</p> <p>Effective PSHEC curriculum supported by values education.</p> <p>Evidence that we meet individual needs in wider practice.</p>	<p>Unable to evidence specific circumstances currently</p> <p>Effective PSHEC curriculum supported by values education.</p> <p>Evidence that we meet individual needs in wider practice.</p> <p>Additional support for the child and family or staff member could be sought if</p>
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			required and for the school policy and procedures.
Race	<p>Ensure that all races compare favourably by checking attainment and progress data</p> <p>Literacy, History and curriculum planning to show choices are made to celebrate and promote all races.</p> <p>CPOMs recording system and report racists incidents to Governors including actions and associated teaching taken to address.</p> <p>PSHEC and values in place.</p> <p>Prevent Duty training to raise awareness of broader issues</p> <p>A range of cultures celebrated through a range of resources</p> <p>Role models from a range of cultures have been increased</p> <p>Equality of opportunity in recruitment.</p> <p>Zero tolerance of racism and rapid education to younger and SEND pupils if inappropriately reference.</p> <p>Reporting to Governors and records held on CPOMs</p> <p>Parent voice of an understand and view that we do not tolerate racism</p>	<p>Pupil progress and attainment tracking including meetings with teachers to ensure progress of all pupils whatever their race.</p> <p>Curriculum choices as specified previously</p> <p>Equality of opportunity across the curriculum and sports competition.</p> <p>Visitors form a range of cultures identified.</p> <p>Equal opportunity employer</p> <p>Texts across diverse groups purchased for classrooms</p> <p>Values education</p> <p>Representation in images on the website and in social media</p>	<p>Resources from a range of cultures</p> <p>Assembly themes</p> <p>PSHEC and values curriculum</p> <p>Range of positive role models</p> <p>Curriculum content as specified.</p> <p>All pupils play together and celebrate together.</p> <p>Open communication with families of our core beliefs and positive relationships with all community members.</p>



Pregnancy & Maternity	<p>Ensure staff member can attend all appointments even if unforeseen</p> <p>Reduce emotional worry about impact on work with reassurance and promotion of health – verbal and email as required</p> <p>Offer employee assist</p> <p>HR support as required</p> <p>Risk assessment written</p> <p>Consider part time and flexible working requests fairly</p> <p>Meet legal obligations</p> <p>KIT days</p> <p>Staff discussion about level of contact they want to maintain during maternity</p>	<p>LA maternity and HR policies in place</p> <p>Culture of respect for different staff needs at different times</p> <p>Understanding that new parents may not want to do late nights/ residentials etc initially</p> <p>Understand they may need advance notice where times and days are different to routine to allow attendance at same events</p>	<p>Staff celebration and gifts for new arrivals</p> <p>Visit opportunities – informal and social – open door policy</p> <p>Invitations and amount of contact for events without expectation to attend</p> <p>Shared celebration of all staff achievements</p>
Religion and belief	<p>RE locally agreed syllabus followed</p> <p>Values and PSHEC curriculum</p> <p>Prevent Duty CPD training</p> <p>Local relationship with church – identified need to find local venues for a wider range of religious belief</p> <p>Do not discriminate during recruitment</p>	<p>RE and wider curriculum promotes understanding and celebration of religions in culture of respect</p> <p>Prevent Duty CPD to avoid staff misconceptions</p>	<p>Visitors from a range of religions as we are able to/ individuals are available</p> <p>Assemblies – celebrate religious events in the calendar</p> <p>PSHEC and values education</p> <p>Respect and open for any questions that may arise</p>
Sexual Orientation	<p>Anti-bullying and behaviour policy in place should something against this characteristic arise</p> <p>Peer on peer abuse detailed in safeguarding policy and on staff CPD</p> <p>Reporting in place to Governors should it be required</p> <p>CPOMs recording system</p> <p>LA/ HR recruitment non-discriminatory</p> <p>Zero tolerance of prejudice and language</p>	<p>Curriculum adopted that meets different age range needs and staff team able to answer any pupil questions.</p> <p>Recruitment demonstrates increasing diversity</p> <p>Knowledge of parents in a same sex relationship and school events designed to welcome both</p> <p>Positive role models</p>	<p>Equal opportunity to events</p> <p>Support for each and every parent</p> <p>Curriculum coverage as noted</p> <p>Staff code of conduct including acceptable language for inclusivity</p>

	PSHEC schemes of work in place	Awareness of not promoting stereo typical families in school	
Marriage or civil partnership	<p>PSHEC and values education</p> <p>Not promoting one structure in teachings and classroom language</p> <p>Staff code of conduct in place</p> <p>Choice of contact details available for our records</p> <p>Support to all staff for close people should anything be required outside of school</p>	<p>PSHEC curriculum</p> <p>Staff code of conduct</p> <p>No promotion in class of one family structure</p>	<p>All families and members welcome into school and provided support</p> <p>Parental responsibility noted to allow equality of opportunity</p> <p>Curriculum that doesn't promote one structure</p> <p>Staff can choose to keep private or share</p>

### Actions as a result of our audit and review

Objectives	Characteristic	Actions	Who/ When	Review
To encourage a diverse range of school visits across pupil's school experience.	All	To map a range of local trips to educate pupils on the religions followed locally and to ensure that pupils accept and celebrate the differences between faiths and show respect and tolerance to all	RE and PSHE lead termly review and map into long term plans  Autumn for ongoing use	Ensure curriculum mapping is in place and evidence of implementation evolving
To encourage a diverse range of visitors to school as part of the curriculum.	All	To invite an increasing a range of visitors from different religions and visiting a range of places of worship.	RE and PSHE lead termly review and map into long term plans  Autumn for ongoing use	Curriculum mapping is in place and evidence of implementation evolving
		To ensure equality of opportunity for visiting families to school events.	HT – yearly calendar linked to key events and the PTA in place  Autumn for the academic year	Continue to review and set yearly dates been set to allow more members of families time to arrange to engage in school life.
		To ensure visitors reflect a range of races, ages, genders etc that is embedded into the curriculum map.	PSHE lead to lead subject leaders to assign a range of visiting professionals embracing race and other listed characteristics  Spring – review the implementation of the mapping for this academic year	Continue to ensure this is widespread across all school events as we did during the Drive to Design Day - consideration of how this could be implemented across other events

To ensure that all pupils succeed, and protected characteristics are not discriminated against.	All	To ensure that pupil progress performance discussions address all pupil progress and include a check for equality of opportunity so that boys/ girls/ Gender/ disability etc are all successful.	Termly throughout the year and ongoing from that by Assessment lead (HT in their absence)	Continuous review of provision and actions to reduce implications of factors rather than accepting this as the rationale for potential underperformance.
To ensure that vulnerable pupils have their individual needs met so that they make secure levels of progress.	All	<p>Use of The Graduation Approach for all pupils with SEND Support and beyond. Quality first teaching to ensure that provision is effective and a clear impact of successful implementation is identified.</p> <p>Provision to be in place for all vulnerable pupils with termly bespoke tracking of pupils with both Send and PP.</p> <p>To ensure that send support plans and provision for these pupils is effective.</p> <p>To ensure high levels of transition for these pupils to ensure that at each stage of their education, they are successful.</p>	<p>Teachers review termly with SENDCO support.</p> <p>Trends reported to SLT.</p>	Parental engagement in support for these pupils is high – either through support plan or agreeing to wellbeing support.
To ensure that a diverse range of role models remains in place.	All	Ensure effective continued recruitment and ongoing work with Rhino Sport Academy to bring diversity of role models.	Ongoing HT	Greater and increasing range of role models. Race is harder to actively bring about change but pleased that Rhino sports working hard to

		To compensate for any gaps with the above point of career visitors to school.		encourage all backgrounds to apply and be recruited. Enrichment mapping underway to seek further opportunities.
To ensure that everyone feels accepted and included within our school	All	To ensure that all individuals are treated kindly and fairly and that all pupils, staff and individuals respect the policy and curriculum intentions which is to be implemented by everyone, all of the time.	On going – SLT	Review of policies and the implantation of policy to be checked at least, annually.
To ensure that curriculum resources are appropriate and diverse.	All	<p>Subject leaders to review resources and role models identified within the curriculum.</p> <p>Implementation of the diverse reading texts which have been purchased and directed for use within the genre plants and English curriculum.</p> <p>Curriculum training attended by staff to ensure that there are natural identification process of key texts and their uses being used</p>	English Lead to review the implementation of the intend set out within the curriculum throughout the academic year	Regular reviews of the success of the purchased resources and their implementation – how successfully they are being used in attempt of broadening experiences and knowledge across age-appropriate discussions
To ensure pupil and community have a voice and can feedback their views in relation to equality of opportunity.	All	Pupil curriculum committee established.	<p>Surveys for families Spring Term</p> <p>Curriculum committee elections</p>	Key area under next review – surveys currently being written.

		<p>Pupil survey</p> <p>Parent survey</p> <p>Assemblies to ensure ethos and that children know who they can talk to about a range of issues.</p>		<p>HT stands at gate for all feedback at questions frequently.</p> <p>Key contact email address open.</p> <p>Strong relationships to allow this between school and home.</p>
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