

Equality and Diversity Policy



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1. Policy Statement

At Barnes Infant Academy, we are committed to creating a school community where every child and adult feels valued, respected and included.

We believe that equality of opportunity is fundamental to high-quality education. We are fully committed to eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations between all members of our school community.

We will not discriminate on the basis of any protected characteristic under the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including colour, nationality and ethnic or national origin)
- Religion or belief
- Sex
- Sexual orientation

We are equally committed to creating a culture that values integrity, fairness, openness and respect.

2. Purpose and Scope

This policy outlines how Barnes Infant Academy meets its duties under:

- The Equality Act 2010
- The Public Sector Equality Duty (PSED)
- The Equality Act 2010 (Specific Duties) Regulations 2011

Under the Public Sector Equality Duty, we must:

1. Eliminate unlawful discrimination, harassment and victimisation.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between different groups.

We are required to:

- Publish equality objectives at least every four years.
- Publish information annually to demonstrate compliance with the Public Sector Equality Duty.

This policy applies to all pupils, staff, governors, trustees, volunteers, contractors and visitors.

3. Our Commitment

Barnes Infant Academy is committed to:

- Promoting equality and diversity through all policies and practices.
- Delivering high-quality education that meets the needs of our diverse pupil population.
- Ensuring no individual or group is disadvantaged because of a protected characteristic.
- Making reasonable adjustments to remove barriers to participation.
- Monitoring equality outcomes and responding proactively where gaps exist.
- Creating an inclusive environment where difference is understood and respected.

We recognise that socio-economic disadvantage, although not a protected characteristic, can significantly impact life chances. We therefore actively seek to reduce barriers related to disadvantage.

4. Roles and Responsibilities

The Trust Board

- Approves this policy.
- Ensures equality information is published annually.
- Reviews equality objectives at least every four years.
- Holds leaders accountable for compliance.

The Headteacher

- Ensures implementation of this policy.
- Promotes an inclusive culture.

- Ensures staff are aware of their responsibilities.

Leaders and Managers

- Implement this policy fairly and consistently.
- Monitor equality within their areas of responsibility.

All Staff

- Promote equality and inclusion.
- Challenge discriminatory language or behaviour.
- Act in accordance with this policy.

Pupils

- Respect others in their language, actions and behaviour.
- Contribute to a safe and inclusive school culture.

5. Advancing Equality of Opportunity

We aim to advance equality by:

- Removing or minimising disadvantages linked to protected characteristics.
- Taking steps to meet the specific needs of particular groups.
- Encouraging participation where representation is disproportionately low.

We analyse pupil achievement, attendance and behaviour data to identify patterns or gaps. Where disparities are identified, appropriate action is taken.

We ensure that:

- Curriculum content reflects diverse cultures, identities and experiences in an age-appropriate way.
- Assemblies and school activities promote respect, tolerance and understanding.
- Staff receive training to support inclusive practice.

When planning activities or trips, we consider:

- Accessibility for pupils with disabilities.
- Religious observance and cultural needs.
- Financial barriers.

Equality considerations are documented alongside risk assessments.

Curriculum and Values

Equality, diversity and respect are actively promoted through our PSHE curriculum and our Barnes Values. Through explicit teaching, discussion, stories, assemblies and daily routines, pupils learn about difference, fairness, kindness and belonging in age-appropriate ways. Our curriculum is designed to help children understand diversity, challenge stereotypes and develop empathy, preparing them for life in modern Britain.

6. Equality Objectives (2024–2027)

Our current equality objectives are to:

1. Reduce the incidence of gender bias across the school environment.
 - Monitored through pupil voice, curriculum review and behaviour data.
2. Reduce the impact of social deprivation and improve participation and engagement for disadvantaged pupils.
 - Monitored through attendance, attainment and participation data.
3. Improve understanding of workplace gender equality and support inclusive employment practices.
 - Monitored through workforce data, staff surveys and flexible working uptake.
4. Increase opportunities for flexible working across appropriate roles.
 - Monitored through recruitment data and staff retention figures.

Progress against these objectives will be reviewed annually and published as required.

7. Monitoring and Review

We publish equality information annually to demonstrate compliance with the Public Sector Equality Duty. This includes relevant demographic and performance information where appropriate and lawful.

The effectiveness of this policy will be reviewed annually by senior leaders and trustees.

8. Breaches

Any concerns regarding discrimination or unfair treatment will be managed in line with:

- The Complaints Procedure

- The Grievance Procedure
- The Disciplinary Policy
- The Belonging at Barnes Policy (for pupils)

Breaches of this policy will be taken seriously and addressed promptly.