

ATTAIN ACADEMY PARTNERSHIP



Policy on Equal Opportunities

For

Bocking Primary School



March 2025

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1 Introduction

- 1.1 Bocking Primary School, part of Attain Academy Partnership (herein referred to as the Trust), is an academy for pupils aged 4 to 11 years old.
- 1.2. The Trust welcomes staff, workers, volunteers, pupils, parents / carers, applicants, governors and trustees from all ethnic groups, backgrounds and creeds. The academy provides for pupils of different abilities and who are wholly or mainly drawn from the area in which the academy is situated. The term academy community includes staff (academy, local and Trust wide), governors, trustees, pupils, parents / carers, visitors and volunteers.
- 1.3. The academy recognises the benefits of having a diverse academy community, with individuals who value one another, and the different contributions everyone can make. Pupils will be taught to value and respect others. The academy is committed to being an equal opportunities education provider and is committed to equality of opportunity for all members of the academy community. In the provision of equal opportunities, the academy recognises and accepts its responsibilities under the law and opposes discrimination on the basis of:
 - disability
 - gender reassignment
 - pregnancy and maternity
 - race
 - religion or belief (including lack of religion or belief)
 - gender
 - sexual orientation and (in the case of adult members of the Academy community)
 - marital or civil partnership status; and
 - age.
- 1.4. These can be called the Protected Characteristics. The academy also opposes all bullying and unlawful discrimination on the basis that a person has a special educational need or learning difficulty, or because English is an additional language.
- 1.5 The academy's mission statement talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this academy promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.
- 1.6 This policy applies to all members of the current and prospective academy community.
- 1.7 This policy's focus is on pupils. The Trust's Equality policy and Equality and diversity in employment policy which focuses on staff and pupils

2 Aims and objectives

2.1 Through this policy, the academy aims to:

- Communicate the commitment of the academy to the promotion of equal opportunities
- Promote equal treatment within the academy for all members of the academy community
- Create and maintain an open and supportive environment which is free from discrimination
- Foster mutual tolerance and positive attitudes so that everyone can feel valued within the academy
- Remove or help to overcome barriers for pupils where they already exist
- Ensure that there is no unlawful discrimination against any person within the academy community on any ground listed in 1.3 above
- Make it clear that, and ensure, that all discriminatory words, behaviour and images are treated as unacceptable
- Take reasonable steps to avoid putting disabled people at a substantial disadvantage (the reasonable adjustments duty).

2.2 The academy aims to ensure that all policies and practices conform with the principle of equal opportunities and comply with the public sector equality duty set out in section 149 of the Equality Act 2010. The academy will tackle inappropriate attitudes and practices through staff leading by example, through the Personal, Social, Health, Education and Economic (PSHEE) programme, through the supportive academy culture and through the academy's policies.

2.3 The academy is committed to promoting equality and has produced policies to assist in promoting the following aims:

- To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and those without
- Foster good relations between people who share a protected characteristic and those who do not.

2.4 The academy will promote principle of fairness and justice for all through the education that we provide in our academy. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups. We recognise that doing this may entail treating some pupils differently.

2.5 We are aware that prejudice and stereotyping are caused by poor self-image and by ignorance. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes, and respect for all.

3. Legislation and Regulation

- the [Equality Act 2010](#),
- [Early Years Foundation Stage Statutory framework](#) (DfE November 2024)
- the [Education and Skills Act 2008](#) and the [Children and Families Act 2014](#)
- [Data Protection Act 2018](#)
- [Equality Act 2010: explanatory notes \(2010\)](#)
- the [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE, Updated September 2024)
- [Working together to safeguard children](#) (HM Government, December 2023)
- non-statutory guidance: [The Equality Act 2010 and schools](#): departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, May 2014) and
- [Technical guidance for schools in England](#) (Equality and Human Rights Commission, July 2014).

4. Forms of discrimination

4.1 Discrimination may be direct or indirect, or arising from disability and it may occur intentionally or unintentionally.

4.1.1 **Direct discrimination:** Direct discrimination occurs when a person is treated less favourably than another person because of a protected characteristic as set out in section 1.3 above. For example, rejecting an applicant of one race because it is considered they would not "fit in" on the grounds of their race would be direct discrimination.

4.1.2 Direct discrimination also occurs when a person is treated less favourably because of their association with another person who has a protected characteristic (other than pregnancy or maternity). For example, if a pupil is harassed or victimised because a sibling is disabled, this would be direct discrimination against that pupil.

4.1.3 **Indirect discrimination:** Indirect discrimination occurs where an individual is subject to an unjustified provision, criterion or practice which puts them at a particular disadvantage because of, for example, their sex or race. For example, a minimum height requirement would be likely to eliminate proportionately more women than men. If these criteria cannot be objectively justified for a reason unconnected with gender, they would be indirectly discriminatory on the grounds of gender.

4.1.4 **Discrimination arising from disability:** Discrimination arising from disability occurs when a disabled person is treated unfavourably because of something connected with their disability and the treatment cannot be shown to be a proportionate means of achieving a legitimate aim. For example, where a

pupil with cerebral palsy who is a wheelchair user is told they will be unable to attend a school trip because there is no wheelchair access available and other options are not investigated.

5. Admission

- 5.1 The responsibility for admissions lies with Attain Academy Partnership Trust Board, but initial application for admission should be made to Essex County Council (see admissions policy). The academy will admit pupils irrespective of their protected characteristics and will not discriminate on these grounds in the terms on which a place is offered, subject to section 10 below. The academy will treat every application in a fair, open-minded way.
- 5.2 Every application will be considered on its merits within the academy's admissions criteria but this will not be done as a way of excluding pupils with a disability or special educational needs, subject to section 10 below.
- 5.3. The academy's admissions policy reflects the academy's approach towards equal opportunities and is consistent with this policy.

6. Education and associated services

- 6.1 **Equal access:** The academy will afford all pupils equal access to all benefits, services, facilities, classes and subjects including all sports, irrespective of their protected characteristics, subject to considerations of safety and welfare, section 6.2 and section 10, below.
- 6.2 **Positive action:** The academy may afford pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the special needs of the pupils in that group, for example, special language training for groups whose first language is not English.
- 6.3 **Exclusions:** The academy will not discriminate against any pupil by excluding him or her from the academy, or by subjecting him or her to any other detriment, on the grounds of his or her protected characteristics, subject to section 10 of this policy.
- 6.4 **Teaching and Academy materials:** Efforts are made to recognise and be aware of the possibility of bias (for example gender or racial), so that this can be eliminated in both the academy's teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum so as to avoid stereotypes and bias.
- 6.5 **Pupil interaction:** All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of their protected characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the

academy, and pupils will be encouraged to question assumptions and stereotypes.

6.6 **Bullying:** The academy will not tolerate bullying or cyberbullying for any reason. The academy's anti-bullying policy contains more details about the academy's anti-bullying practices. Specific types of bullying include:

- bullying relating to race, religion, belief or culture
- bullying related to SEN, learning difficulties or disabilities
- bullying related to appearance or health conditions
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying
- sexist or sexual bullying or bullying related to gender reassignment

7 Academy uniform

7.1 The academy uniform policy is consistent with this policy. The same academy uniform policy applies equally to all pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, pregnancy or maternity, religion or belief or special educational needs, subject to considerations of safety and welfare. However, the academy will consider reasonable requests to alter the academy uniform, for example for genuine religious requirements and reasonable adjustments for disabled children.

7.2 Symbols of faith: Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. This is subject to considerations of safety and welfare and the academy's existing academy uniform policy principles (in regards to, for example, the academy colours). Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred by the pupil or the pupil's parents to the Head of School, whose decision will be final, subject to the complaints procedure.

7.3 Disabled pupils: Reasonable adjustments may be required to the academy uniform for disabled pupils who require them. The pupil or his or her parents should refer the matter to the Head of School to ensure all reasonable adjustments are made to accommodate the pupil.

8. Religious belief

8.1 The academy's religious ethos, services and academy timetable are set in accordance with the Christian tradition, but the academy respects the right and freedom of individuals to worship in accordance with other faiths, or no faith, subject always to their respecting the rights and freedoms of the academy Community as a whole and considerations of safety and welfare.

9. Racial equality

- 9.1 The academy endeavour to make our academy welcoming to all minority groups. We will
- strive to eliminate all forms of racism and racial discrimination;
 - promote equality of opportunity;
 - promote good relations between people of different racial and ethnic groups.
- 9.2 It is the right of all pupils to receive the best education the academy can provide, irrespective of race, with access to all educational activities organised by the academy. See section 6 above.
- 9.3 The academy does not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will deal with it in accordance with academy procedures (see policies on Equality and for Behaviour and Discipline).
- 9.4 The curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. It promotes an understanding of diverse cultures and the academy reflects this in the displays of work shown around the academy.

10. Disability and special educational needs

- 10.1 We are an inclusive academy which welcomes members of the academy community with disabilities and special educational needs. We maintain and drive a positive culture towards inclusion of disabled people and those with special educational needs in all the activities of the academy and we will not treat a member of the academy community less favourably on these grounds without justification.
- 10.2 At present, facilities, physical and otherwise, for the disabled and those with special educational needs are limited at the academy. However, we will do all that is reasonable to ensure that the academy's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone.
- 10.3 Definitions: Children have 'special educational needs' if they have a learning difficulty which calls for special educational provision to be made for them. A disability is a physical or mental impairment which has a "substantial and long term adverse effect" on a person's ability to carry out normal day-to-day activity (Equality Act 2010).
- 10.4 The academy's policy on special educational needs and disability includes details about the welfare and educational provision for pupils with Statements of Special Educational Needs or Education, Health and Care Plans. The academy's policy on the administration of medicines and management of children's illnesses includes details on the education provision for pupils with chronic and/or long term illness.

- 10.5 **Reasonable adjustments:** The academy has an on-going duty to make reasonable adjustments for disabled pupils and pupils with special educational needs in respect of the education and associated services provided to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. This is a broad expression that covers all aspects of academy life, for example: the curriculum, classroom organisation and timetabling, access to academy facilities, clubs and visits, academy sports and academy policies. Reasonable adjustments may typically include:
- Making arrangements for a child in a wheelchair to attend an activity in an accessible ground floor room
 - Allowing additional time to complete certain activities
 - Providing work in larger print for a child with a visual impairment
 - Modifying teaching materials
 - Offering alternative activities where children are unable to manipulate tools or equipment
 - Arranging a variety of accessible sports activities.
- 10.6 The academy is not legally required to make adjustments which include physical alterations such as the provision new ground floor facilities.
- 10.7. In making reasonable adjustments, the academy is required to provide auxiliary aids and services for disabled pupils. The academy will carefully consider any proposals made by parents/ carers and will not unreasonably refuse any requests for such aids and services.

Access

- 10.8 The academy will monitor the physical features of its premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the academy will take steps to improve access for disabled users of the premises.
- 10.9 The academy has an accessibility plan, which is kept under regular review. The plan states:
- Our commitment to providing an accessible environment which values and includes all pupils, staff, parents / carers and visitors regardless of their educational, physical, sensory, social, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
 - The academy's plans, over time, to ensure the accessibility of provision for all pupils, staff, parents / carers and visitors to the academy. The plan will be draw up to cover a three-year period and will be updated annually. It will contain relevant actions to
 - Improve access to the physical environment of the academy by adding specialist facilities, including making reasonable

adjustments to the physical environment and provision of physical aids to access education.

- Increase access to the curriculum for pupils with disabilities by expanding and making reasonable adjustments to the curriculum as necessary.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents / carers and visitors with disabilities.

Informing the Academy:

- 10.10 Parents / carers of pupils should notify the Head of School in writing if they are aware or suspect that the pupil (or prospective pupil) has a disability or if they (either parent), the pupil (or prospective pupil), or any close relations have at any time had, or has a learning difficulty.
- 10.11 Parents should provide copies of all written reports and other relevant information upon request. Providing the academy with such information will enable the academy to support the pupil as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. The academy will have due regard to any request made by a parent / carer or pupil (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

11. Gender equality

- 11.1 It is the right of all pupils to receive the best education the academy can provide, irrespective of gender, with access to all educational activities organised by the academy. See section 6 above.
- 11.2 The academy recognises that nationally, there is an unacceptable discrepancy in the achievement of boys and girls. We are committed to seeing all individuals and groups of pupils making the best progress possible in our academy
- 11.3 The academy has put in place a number of measures to raise the achievement of the boys. These include:
- Dealing with negative aspects of boys' behaviour, including bullying and name-calling;
 - Removing gender bias from our resources;
 - Making sure that our academy environment promotes positive male role models and that displays reflect boys and men as effective learners and achievers; and
 - Encouraging boys to read fiction.

To make our teaching more accessible to boys, we:

- Begin a lesson by stating the learning outcomes, and giving the 'big picture';
- Employ a variety of activities, and include a kinaesthetic element;

- Deliver work in bite-sized chunks, with 'brain breaks' and new starts;
- Provide challenge, competition and short-term goals;
- Give regular positive feedback and rewards; and
- Set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available.

11.4 If our analysis of pupil's attainment data indicate areas where girls achieve less well than boys, we will take measures to address this discrepancy.

11.5 We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways. Social class, ethnic origin and local context are all strongly linked to performance. We seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other.

12. Pupils with English as an additional language

12.1 **English as an Additional Language (EAL):** Pupils with English as an Additional Language will receive additional learning support if necessary. The academy will consult with the pupil and the parents as appropriate. Linguistic diversity is positively recognised.

12.2 **Language and culture:** The academy will ensure that:

- Home-academy links are made to involve parents directly in the work of the academy;
- Interpretation and translation services are made available as quickly as possible;
- Links are established within the local community;
- Staff work effectively with other local services;
- Learning support for ethnic minority pupils is efficient and effective;
- Provision is made for the spiritual, moral, social and cultural education, supported by appropriate resources and information; and
- Pupils' names should be accurately recorded and correctly pronounced. Pupils should be encouraged to accept and respect names from cultures other than their own.

13. Roles and responsibilities

13.1 All members of the academy community are expected to comply with this policy and therefore to treat others with dignity at all times.

13.2 **Trust board:** The trust board have overall responsibility for the effective operation of the academy's equal opportunities policy and for ensuring compliance with the relevant statutory framework prohibiting discrimination. The trust board have delegated to the Head of School day-to-day responsibility for operating the policy and ensuring its accessibility, availability, maintenance and review.

- 13.3 **Management:** Those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to promote the aims and objectives of the academy with regard to equal opportunities in light of the public sector equality duty
- 13.4 **Headteacher:** It's the Head of School's responsibility to implement the academy's policy on equal opportunities and to monitor its effectiveness. They are supported by the local governing body in so doing. The Head of School's role includes:
- Making sure that all staff are aware of the academy policy on equal opportunities, and that staff apply these guidelines fairly in all situations.
 - Ensuring that all appointment panels give due regard to this policy, so that no one is discriminated against.
 - Promoting the principle of equal opportunity when developing the curriculum, and in providing opportunities for training;
 - Promoting respect for other people in all aspects of academy life
 - Dealing with all incidents of unfair treatment, and any racist incidents, promptly and fairly.
- 13.5 **Senior management:** The senior management team is responsible for ensuring that appropriate arrangements to monitor the performance of potentially disadvantaged pupils are in place. Arrangements include:
- Identifying and investigating any patterns in exclusions and poor attendance;
 - Monitoring differences in attitudes to academy, work and other pupils;
 - Addressing harassment and bullying;
 - Evaluating performance among different groups;
 - The impact of any additional support.
- 13.6 **Local Governing Body:** Governors are responsible for ensuring that that all members of the academy community are treated both fairly and equally.

Governors, will assist the Head of School, in monitoring the effectiveness of this policy. This will be achieved through:

- Monitoring the progress of pupils with protected characteristics compared to the progress made by pupils without in the academy;
 - Taking seriously any complaints from parents / carers, staff or pupils regarding equal opportunity;
 - Monitoring the academy's behaviour policy, and the numbers of exclusions, to make sure that pupils from minority groups are not unfairly treated
 - Requiring the Head of School to report to governors annually on the effectiveness of this policy;
- 13.7 **Staff:** Staff are responsible for ensuring that all pupils are treated fairly and with respect. Staff will challenge any incidents of prejudice or racism and will

ensure that all prejudice-rated incidents are recorded, and drawn to the attention of the Head of School.

14. Monitoring and review

- 14.1 **Monitoring:** To ensure that this policy is operating effectively with respect to admissions, and to identify those sections of the local community which may be under-represented in the Academy, the Academy monitors pupils' gender, race, disability and religion or belief as part of the Admissions procedure. We also maintain records of this data in an anonymised format solely for the purposes stated in this policy.
- 14.2 **Review:** The Head of School is responsible for the ongoing monitoring and regular analysis of the data monitored under section 14.1 above and will arrange for the taking of appropriate positive steps to eliminate unlawful direct and indirect discrimination where necessary.
- 14.3 The Head of School is also responsible for reviewing whether the aims of this policy are carried out throughout all areas of the academy and taking appropriate action where necessary.
- 14.4 This policy will be reviewed every two years or earlier if it is considered necessary.

15. Reporting and recording incidents of discrimination

- 15.1 **Complaints:** If you believe that you, or your child(ren) at the academy, have received less favourable treatment on any of the unlawful grounds listed in section 1.3 above, or if you feel that this policy has been breached in any way to your detriment you are encouraged to raise the matter through the academy's formal complaints procedure as outlined in the Trust's complaints policy. A copy of the Trust's complaints policy can be found on the Trust's website. Allegations regarding potential breaches of this policy will be treated in confidence and investigated in accordance with the complaints policy
- 15.2 **Reports:** If you would like to report a breach of this policy that does not constitute a complaint under section 15.1 above, please contact the Head of School
- 15.3 **Enforcement:** the academy will treat seriously and urgently investigate every complaint and report. Disciplinary action may be taken against any member of the academy community who is found to have acted in contravention of this policy.
- 15.4 **Record:** All reported breaches of this policy will be recorded and this record will be reviewed annually by the Head of School.

16. Related Policies and Documents

- Academy Equalities Objectives
- Accessibility Plan
- Behaviour and Anti-bullying Policies
- Equality Policy
- English as an Additional Language (EAL) Policy
- More Able Policy
- Special Educational Needs and Disability Policy
- Complaints Policy

All policies can be made available in large print or other accessible format if required.

17. Document Version Control

Version	Date Issued	Author	Update Information
2021-1	September 2021	K Ellwood	Original Issue
2025-1	March 2025	K Ellwood	No change