
BHPS
BEECH HILL PRIMARY

Statement of Intent

At Beech Hill Primary School, we believe that every child, family member, staff member and visitor should feel welcomed, valued, respected and included. We are committed to promoting equality, celebrating diversity and removing barriers to participation, achievement and wellbeing. We recognise that equality is not achieved by treating everyone in the same way. Instead, we seek to understand and respond to the different needs, experiences and circumstances of individuals so that everyone can thrive. Our commitment to inclusion is rooted in our vision that every child should belong, achieve and flourish. We strive to create a warm, welcoming and ambitious learning environment where discrimination, prejudice and harassment are actively challenged and where every member of our community is supported to become the very best version of themselves. Through our curriculum, relationships and wider school culture, we foster understanding, respect and positive relationships between people from different backgrounds, experiences and identities. We are committed to working in partnership with pupils, families, governors, staff and external agencies to ensure equality of opportunity for all.

Introduction

Beech Hill Primary School welcomes its duties under the Equality Act 2010 and is committed to developing an inclusive culture where discrimination is not tolerated and diversity is celebrated.

We believe that every individual has the right to:

- Be treated fairly and with dignity.
- Feel safe, respected and valued.
- Access opportunities and support.

- Participate fully in school life.
- Reach their full potential regardless of background or circumstance.
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We recognise that some groups in society have historically faced discrimination and disadvantage. As a school, we are committed to identifying and removing barriers that may prevent children, families or staff from succeeding.

This policy applies to:

- Pupils
- Staff
- Governors
- Volunteers
- Contractors
- Parents and carers
- Visitors

Legal Framework

Beech Hill Primary School recognises that the Equality Act 2010 makes it unlawful for a school to discriminate against, harass or victimise a pupil or prospective pupil:

- In relation to admissions.
- In the way education is provided.
- In the way access is given to benefits, facilities or services.

- By excluding a pupil or subjecting them to any other detriment.

This policy has due regard to the following legislation and guidance:

- Equality Act 2010
- Human Rights Act 1998
- Children and Families Act 2014
- Education and Inspections Act 2006
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice 2015
- Equality Act 2010 (Specific Duties and Public Authorities) Regulations
- Public Sector Equality Duty (PSED)
- General Data Protection Regulation (GDPR)
- DfE Guidance: *The Equality Act 2010 and Schools*

The school also recognises the principles contained within the United Nations Convention on the Rights of the Child (UNCRC).

Public Sector Equality Duty

In accordance with the Equality Act 2010, Beech Hill Primary School seeks to:

Eliminate discrimination: We will actively identify, challenge and prevent discrimination, harassment, victimisation and prejudice.

Advance equality of opportunity: We will remove barriers, provide appropriate support and ensure equitable access to opportunities.

Foster good relations: We will promote understanding, respect and positive relationships between all members of our community.

Protected Characteristics

The Equality Act 2010 protects people from discrimination based on the following protected characteristics:

- Age
- Disability
- Race
- Colour
- Nationality
- Ethnic origin
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership

In addition to these protected characteristics, we recognise that some children may experience disadvantage due to:

- Socio-economic circumstances
- Special Educational Needs and Disabilities (SEND)
- Being eligible for Pupil Premium funding

- English as an Additional Language (EAL)
- Being a young carer
- Being looked-after or previously looked-after
- Family circumstances
- Mental health and wellbeing needs
- Attendance difficulties
- Mobility or housing instability

Our Principles of Equality and Inclusion

The following principles underpin all aspects of school life.

Everyone is of equal value: Every child and adult has equal worth and deserves dignity, respect and opportunity.

Diversity enriches our community: Differences in culture, background, identity, experience and belief strengthen our school community and should be celebrated.

Equity is not the same as equality: Providing identical support to everyone does not always create fair outcomes. Some pupils and families will require additional support, adjustments or interventions to achieve success.

Belonging matters: Every member of our school community should feel welcome, included and connected.

High aspirations for all: We refuse to place limits on children's achievements because of disability, disadvantage or circumstance.

Positive relationships underpin inclusion: Strong relationships based on kindness, empathy and mutual respect are central to our approach.

Fairness and social justice: We challenge prejudice, stereotypes and discrimination and help children become responsible and respectful citizens.

6. Roles and Responsibilities

Governing Body

The Governing Body will:

- Monitor the effectiveness of this policy.
- Ensure compliance with equality legislation.
- Review equality objectives.
- Challenge discrimination and inequality.
- Hold leaders accountable for implementation.

Headteacher

The Headteacher will:

- Lead implementation of this policy.
- Promote an inclusive culture.
- Ensure staff receive appropriate training.
- Monitor equality-related data.
- Report to governors.
- Ensure discrimination is addressed promptly and effectively.

Senior Leaders

Senior leaders will:

- Monitor outcomes for different groups.
- Ensure barriers to learning are identified and addressed.

- Promote inclusive practices.
- Support staff development.

Staff

All staff are expected to:

- Promote equality and inclusion.
- Challenge discriminatory behaviour and language.
- Model respectful conduct.
- Deliver an inclusive curriculum.
- Meet the needs of all learners.
- Report concerns and incidents appropriately.

Pupils

Pupils are expected to:

- Treat others with respect.
- Celebrate differences.
- Challenge unkind or discriminatory behaviour.
- Contribute to an inclusive school environment.

Parents and Carers

Parents and carers are encouraged to:

- Support the school's values.
- Work positively with the school.
- Engage with consultation and review processes.
- Raise concerns appropriately and constructively.

7. Equality Within the Curriculum

Our curriculum plays a vital role in promoting equality, diversity and inclusion.

We aim to ensure that pupils:

- Learn about diversity within modern Britain.
- Understand different cultures, faiths and communities.
- Develop empathy and respect for others.
- Challenge stereotypes and prejudice.
- Understand fundamental British values.
- Learn about protected characteristics in an age-appropriate manner.

Curriculum leaders regularly review:

- Texts and reading materials.
- Historical perspectives.
- Resources and visual representation.
- Learning experiences and enrichment opportunities.

We aim to ensure pupils see themselves reflected positively within the curriculum while also developing an understanding of the wider world.

8. Teaching, Learning and Achievement

Beech Hill Primary School is committed to ensuring all pupils have access to a broad, ambitious and inclusive curriculum.

We will:

- Maintain high expectations for every child.

- Use assessment information effectively.
- Identify barriers to learning at the earliest opportunity.
- Provide targeted interventions where necessary.
- Ensure reasonable adjustments are implemented.
- Monitor outcomes for different groups.

Monitoring may include:

- Attainment
- Progress
- Attendance
- Persistent absence
- Behaviour incidents
- Exclusions
- Participation in enrichment activities
- Pupil voice feedback

9. Inclusion and Accessibility

We are committed to removing barriers to participation and learning.

The school will:

- Make reasonable adjustments for disabled pupils, staff and visitors.
- Ensure access to information.
- Promote accessibility across the environment.
- Support independence and participation.
- Work collaboratively with families and professionals.

10. Behaviour, Bullying and Discrimination

Beech Hill Primary School adopts a zero-tolerance approach to:

- Racism
- Sexism
- Homophobia
- Biphobia
- Transphobia
- Disability discrimination
- Religious discrimination
- Harassment
- Hate incidents
- Prejudice-related bullying

Any reported incident will be:

- Taken seriously.
- Investigated promptly.
- Recorded appropriately.
- Acted upon proportionately.
- Monitored to prevent recurrence.

Where appropriate, incidents will be recorded on CPOMS and reported in accordance with local authority guidance.

Support will be provided for victims alongside educational, restorative and disciplinary action where necessary.

11. Recruitment and Employment

The school is committed to ensuring equality in recruitment, retention, promotion, training and professional development opportunities regardless of any protected characteristic

We will:

- Recruit on the basis of merit and suitability.
- Promote equal access to opportunities.
- Ensure fair treatment throughout employment.
- Support professional development.
- Make reasonable adjustments where appropriate.
- Challenge discrimination and harassment.

Employment decisions will not be influenced by protected characteristics.

12. Working with Families and the Wider Community

We recognise that effective inclusion relies upon strong partnerships.

We will:

- Listen to pupil voice.
- Engage positively with families.
- Consult stakeholders on key decisions.
- Work collaboratively with external agencies.
- Celebrate community diversity.
- Promote community cohesion.

We value the perspectives of our school community and seek to ensure all voices are heard.

Equality Objectives 2026–2030

Objective 1: Achievement and Inclusion

To reduce barriers to learning and ensure all pupils, particularly disadvantaged pupils, pupils with SEND and other vulnerable groups, achieve their full potential.

Success Measures

- Gaps in attainment and progress continue to narrow.
- Early intervention is effective.
- Outcomes improve across vulnerable groups.

Objective 2: Inclusive Curriculum

To ensure that the curriculum reflects the diversity of modern Britain, Newcastle and our local community.

Success Measures

- Curriculum reviews demonstrate diverse representation.
- Pupils demonstrate growing respect and understanding of difference.
- Learning resources reflect contemporary society.

Objective 3: Participation and Opportunity

To ensure all pupils have equitable access to enrichment opportunities, leadership roles and wider experiences.

Success Measures

- Increased participation across underrepresented groups.

- Equal access is monitored and improved.
- Barriers to engagement are removed.

Objective 4: Staff Knowledge and Practice

To develop staff understanding of equality, diversity and inclusion and strengthen inclusive classroom practice.

Success Measures

- Staff training is completed annually.
- Monitoring evidences inclusive practice.
- Staff confidence increases.

Objective 5: Belonging and Wellbeing

To foster a culture where all pupils, staff and families feel valued, respected and included.

Success Measures

- Positive stakeholder feedback.
- Strong pupil voice outcomes.
- Reduction in prejudice-related incidents.
- Increased sense of belonging across the school community.

13. Monitoring and Review

In accordance with the Public Sector Equality Duty, Beech Hill Primary School will publish Equality Information and Equality Objectives on its website and review them at least every four years. The school

will maintain records of prejudice-related incidents and regularly analyse patterns and trends to inform preventative action and staff training.

The school will collect and analyse information relating to:

- Attainment and progress
- Attendance
- Behaviour
- Exclusions
- Participation in wider opportunities
- SEND outcomes
- Disadvantaged pupils
- Equality-related incidents
- Stakeholder views

This information will be used to:

- Review practice.
- Evaluate impact.
- Identify emerging needs.
- Shape future priorities.
- Meet statutory responsibilities.

Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Attendance Policy
- Accessibility Plan
- RSHE Policy
- Staff Code of Conduct
- Recruitment Policy
- Complaints Policy
- Inclusion Strategy

The school's Accessibility Plan is reviewed regularly and published on the school website.

Approval
This policy was approved by the Governing Body of Beech Hill Primary School and will be reviewed annually, with a full review every four years unless legislation or guidance changes require an earlier review.

Beech Hill Primary School believes that diversity is a strength, inclusion is everyone's responsibility and every child deserves the opportunity to belong, achieve and flourish.

Equality, Diversity and Inclusion Policy 2026–2030

Approved by: Governing Body
Responsible Officer: Headteacher
Review Date: Autumn 2027
Next Full Review: Autumn 2030