



Bilton CofE Junior School
Bilton Infant School
Bawnmore Community Infant School



BILTON COMMUNITY FEDERATION EQUALITY AND ACCESSIBILITY POLICY

This policy has been created taking into account the guidance from Warwickshire County Council and the Department for Education.

POLICY APPROVAL	
Statutory, recommended, or additional policy	STATUTORY
Policy review cycle	ANNUAL
Policy reviewed by	E Newton (Executive Headteacher)
Policy review date	January 2025
Date of next review	January 2027
Date approved by Governing Body	

Introduction

It is our aim that our policies and procedures reflect our vision and values as a federation.

Vision: 'Empowering children to make a positive impact on the world.'

Values: Care, Honesty, Respect, Co-operation, Forgiveness and Resilience

As a federation of schools (Bilton CofE Junior School / Bawnmore Community Infant School / Bilton Infant School) we welcome our duties under the Equality Act 2010 and pursuant to The Equality Act 2010 (Amendment) Regulations 2023. The general duties are to:

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

We have high expectations of all pupils from across the ability range by aiming to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We will monitor the progress of all pupils in order for them to achieve their expected targets.

We are opposed to any member of the school personnel or others connected with the school being victimised, harassed or bullied by another based on assumptions about their status in the afore mentioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

We work hard to maintain a positive ethos where all members of the school community work well alongside each other developing positive working relationships.

We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school.

We want school personnel to see the importance and derive a sense of fulfilment from their work in school but above all we want them to feel valued by everyone in the school community

Aims

- To introduce and put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- To achieve the highest standards of teaching and learning for all children irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other protected characteristic.
- Collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives. The data will be assessed across our core provisions as a school.
- This will include the following areas:

- Admissions

- Exclusions
- Attendance
- Attainment
- Prejudice related incidents

Responsibility for the Policy and procedure

Role of the Governing Body

- responsibility to comply with all aspects of the Equality Act 2010;
- delegated powers and responsibilities to the Executive Headteacher to ensure that this policy is embedded into the culture of the schools;
- responsibility to set **equality objectives every four years**;
- responsibility to have in place a school **accessibility plans every 3 years** in order to provide full access to the school building/s for all disabled people;
- nominated a designated governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- organise training for governors in order to ensure that all governors are aware of their legal responsibilities under equality legislation;
- has the responsibility to monitor achievement of equality targets;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility to annually publish the School's compliance with the Equality Act 2010

Role of the Executive Headteacher, Head of School and Senior Leadership Team

- provide leadership and vision in respect of equality inclusion and community cohesion;
- record and deal with incidents of racism, bullying and other inappropriate behaviour;
- provide every opportunity for pupils to succeed by ensuring the highest standards of teaching and learning;
- ensure the curriculum is broad, balanced, differentiated, relevant and exciting;
- monitor the progress of all pupils in order for them to achieve their expected targets;
- monitor and analyze the performance of different groups of pupils within the school;
- regularly reporting to the Governing Body on the standards achieved by different groups within the school;
- highlight and share positive activities that help to tackle educational disadvantage;
- annually review and report to the Governing Body on the success and development of the **Equalities Action plan** and the **Accessibility Action Plan**.

Role of School Staff

- act as positive role models in order to promote equality throughout the school community; maintain an overall school ethos of respect and tolerance for one another
- abide by and adhere to this policy;
- report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- challenge inappropriate language behaviour;
- be alert to signs of racial harassment and bullying;
- have high expectations of all pupils and insist on good pupil conduct;
- carefully monitor all groups of pupils to ensure that they make progress and achieve their targets;
- provide a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;

- use a variety of teaching methods to ensure effective learning takes place for all pupils, providing challenge for all pupils;
- promote equality through curriculum planning;
- ensure planning is differentiated in order to provide full access for all pupils;
- provide specialised resources for pupils with SEND;
- create a positive classroom ethos and is welcoming to both sexes;
- encourage pupils to share their experiences of different cultures and different religions;
- provide positive classroom displays of pupils' work;
- attend appropriate training sessions;

Role of Pupils

- challenge inappropriate language behaviour;
- work to promote anti-bullying strategies;
- respond appropriately to incidents of discrimination and harassment and understand the action needed to report these
- learn to take pride in their work and produce work of a high standard;
- listen carefully to all instructions given by staff and ask for further help if they do not understand;
- participate fully in all lessons;
- treat others, their work and equipment with respect;
- support the school Values and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and use language which is neither abusive nor offensive;
- wear correct uniform

Appendix related to BJS – “No Outsiders”

Bilton C of E Junior School is proud to adhere to the Equality Act 2010. We believe that everyone has the right to be treated fairly and with respect, and that all children have the right to access their education without risk of prejudice. For that reason, we are a **No Outsiders** school.

We provide a curriculum, which promotes positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination. **No Outsiders** threads through our bespoke curriculum but is centred on teaching children about diversity through books and other resources which promote the Equality Act 2010 in lessons and Worship.