



Bellevue Place

E D U C A T I O N T R U S T

BPET Equality, Diversity and Inclusion Policy

Signed:	
Chair of Trust Board:	Claire Delaney
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1.0 Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

2.0 Introduction

BPET is an inclusive Trust where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

BPET is committed to complying with the Equality Act 2010 and the Public Sector Equality Duty (PSED) and is proactive in its approach to equality, diversity and inclusion.

Furthermore, BPET believes that all forms of discrimination (direct and indirect), harassment and victimisation are unacceptable and is opposed to any kind of unlawful and unfair discrimination and harassment of any kind. All members of the Trust community are expected to consider their behaviour and demonstrate respect for others.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Although this policy is the key document for information about our approach to equalities in line with the Public Sector Equality Duty, we will ensure that information about our responsibilities under the Equality Act are also included in our school development plans, self-evaluation reviews, the school prospectus', school websites and newsletters.

There are also references in the behaviour, SEN and anti-bullying policies.

The Equality Act 2010 also applies to BPET as an employer, and the way we comply with this is found in the BPET recruitment policy.

3.0 Roles and Responsibilities

BPET expects all members of our Trust, school communities and visitors to support our commitment to promoting equality and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable our trustees, Local Advisory Board and staff to do this.

The Operations Team within the Central Trust Team is responsible for ensuring that the school complies with legislation and that this policy, its related procedures and action plans are implemented.

Every Local Advisory Board meeting will keep aspects of the school's commitment to the Equality Duty under review, for example, in terms of standards, curriculum, exclusions, recruitment and the school environment.

Headteacher and Senior Leadership Teams:

The Headteachers are responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination. The Headteacher and Senior Leadership Team will undertake an Equality Impact Assessment when considering changes to policies for both staff and students to ensure that any employee or student with a protected characteristic is not disadvantaged by the policy changes.

The Senior Leadership Team will have a day-to-day responsibility for co-coordinating implementation of the policy and for monitoring outcomes.

Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their lessons or workplace.
- Proactively challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur
- Plan and deliver a curriculum and lessons that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability.
- Maintain the highest expectations of success for all children and colleagues.
- Support different groups of children through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult.
- Keep up-to-date with equality and diversity legislation relevant to their work.

The schools will provide training and guidance on equality, diversity and inclusion for all new staff as part of the BPET induction procedures.

Visitors

All visitors to the schools, including parents and carers are expected to support our commitment to equality, diversity and inclusion and comply with the duties set out in this policy. A copy of this policy will be placed on the school websites.

4.0 Principles

Our approach to equality is based on the following principles:

All children are of equal value. The schools will value and promote the development of every child: whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.

We recognise, respect and value difference - and understand that diversity is a strength. BPET schools will take account of differences and strive to remove barriers and disadvantages which people may face in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our schools.

We foster positive attitudes and relationships. BPET schools will actively promote positive attitudes and mutual respect between groups and communities that are different from each other.

We foster a shared sense of cohesion and belonging. BPET schools want all members of the school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.

We observe good equalities practice for our staff. We will ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment, promotion and in continuing professional development.

We work to raise standards for all children, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of children raises standards across the whole school.

5.0 Purpose of this policy

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). This means that the Trust cannot discriminate due to the following characteristics:

- Age (does not apply to pupils)
- Disability
- Race/Ethnicity or National Origin
- Gender Reassignment/Identity
- Marriage and Civil Partnership (does not apply to pupils)

- Pregnancy and Maternity
- Religion or Belief (including non-belief)
- Sex
- Sexual Orientation

As a public organisation, the Trust must also comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or “general duty”, requires the Trust to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

“Specific duties” require the Trust to:

- publish relevant, proportionate information demonstrating our compliance with the
- Equality Duty; and
- to set specific, measurable equality objectives.

Appendix 1 is a checklist of key equality considerations for use by Headteachers, Senior Leadership Teams and Local Advisory Boards.

6.0 Development of this policy

When developing this policy, BPET has also taken account of DfE guidance on the Equality Act 2010 and the Ofsted inspection framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards.

We note that Ofsted has a statutory duty to report on the outcomes and provision for children who are disabled and those who have special educational needs.

What BPET Schools are doing to promote equality, diversity and inclusion:

- The schools will take account of equality issues in relation to admissions and exclusions; the way we provide education for our children and the way we provide access for children to facilities and services.
- The schools are aware of the Reasonable Adjustment duty for disabled children – designed to enhance access and participation to the level of non-disabled children and stop disabled children being placed at a disadvantage compared to their non-disabled peers.
- Headteachers will ensure that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.
- The schools will ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies and in the review of existing ones.
- We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day to day life of the schools.
- BPET schools will actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

- Our admissions arrangements are fair and transparent and we will not discriminate against children by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation or gender reassignment.

7.0 Behaviour, Exclusions and Attendance

The school policies on Behaviour - Rewards, Sanctions and Exclusions - take full account of the duties under the Equality Act. We make reasonable, appropriate and flexible adjustment for children with a disability. We will closely monitor data on exclusions and absence from school for evidence of over-representation of different groups and take action promptly to address concerns.

8.0 Addressing prejudice and prejudice-based bullying

BPET challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to equality, diversity and inclusion:

- Prejudices in relation to disability and special educational needs
- Prejudices in relation to race, religion or belief, for example: Anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum.
- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

Guidance will be provided in school staff handbooks on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously; please refer to the BPET Anti-Bullying Policy which should be read in conjunction with this policy.

The schools will keep a record of different prejudice-related incidents on the MIS system, which is accessible to the Operations Team, within the Central Trust Team. This will set out the numbers, types and seriousness of prejudice-related incidents at our school and how they are responded to.

What BPET is doing to advance equality of opportunity:

- We know the needs of our school population very well and collect and analyse data to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our admissions meetings.
- We collect data, monitor progress and outcomes of different groups of children and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.

We will collect, analyse and publish data on the school population:

- By gender and ethnicity.
- On the % of children identified as having a special educational need and/or disability and by their principal need or disability.
- By year group – in terms of ethnicity, gender and proficiency in English;
- On inequalities of outcome and participation, related to ethnicity, gender and disability and proficiency in English.

BPET schools will publish an analysis of standards reached by different cohort groups at the end of each key stage which will include:

- Boys
- Girls
- Children eligible for Free School Meals (FSM)
- Student who have English as an Additional Language (EAL)
- Student who have Special Educational Needs
- Children with SEN statements
- Children on the School Action and School Action Plus register*
- Looked After Children (LAC) in the care of the Local Authority
- White British FSM and non-FSM
- Bangladeshi
- Black African
- Congolese
- Somali
- Black Caribbean
- Known GRT (Gender Recast)
- Refugees

Schools will also collect, analyse and use data in relation to attendance and exclusions of different groups.

We are aware that the legislation relates mainly to current but also to future children – we will for example, seek to be sufficiently prepared if a visually impaired or hearing impaired child joins our schools through a planned programme of building refurbishment.

We will avoid language that runs the risk of placing a ceiling on any child's achievement or that seeks to define their potential as learners, such as "less able".

We use a range of teaching strategies that ensures we meet the needs of all children.
We provide support to children at risk of underachieving.

We are alert and proactive about the potentially damaging impact of negative language in matters such as race, gender, disability and sexuality.

9.0 Positive Action

We will take positive and proportionate action to address the disadvantage faced by particular groups of children with particular protected characteristics, such as targeted support. The actions will be designed to meet the school's Equality Objectives.

What BPET schools are doing to promote good relations:

- We will prepare our children for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our children.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through PSHE and citizenship and across the curriculum.
- We will use materials and resources that reflect the diversity of the school population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.

- We promote a whole-school ethos and values that challenge prejudice-based discriminatory language, attitudes and behaviour.
- We provide opportunities for children to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history that promote positive images of people
- We provide opportunities for our children to listen to a range of opinions and empathise with different experiences
- We promote positive messages about equality and diversity through displays, assemblies, visitors, whole school events e.g. Black History Month, Deaf Awareness week
- We include Equalities matters in our Newsletters to parents and carers

Other ways BPET schools will address equality issues:

- We will keep detailed records of all training relating to Equality, Diversity and Inclusion.
- Our monitoring records include evaluations of aspects of Equality, Diversity and Inclusion.
- We keep minutes of meetings where equality issues are discussed.
- We have a rolling programme for reviewing all of our school policies in relation to equalities and their impact on the progress, safety and well-being of our children.
- The implications for equalities of new policies and practices are considered before they are introduced.

In order to ensure that the work we are doing on equalities meets the needs of the whole school community, the schools will:

- Review relevant feedback from the annual parents' questionnaire, parents' evening, parent-school forums and/or focus parent-consultation meeting.
- Secure and analyse responses from staff surveys, staff meetings and training events.
- Review feedback and responses from the children and groups of children, from the school council, PSHE lessons and whole school surveys on children's attitudes to self and school,
- Analyse issues raised in Annual Reviews or reviews of progress on Individual Education Plans/Personalised Provision Maps, mentoring and support.
- Ensure that we secure responses and feedback to the senior leadership team of the school and from Local Advisory Board meetings and working groups.

Publishing our equality objectives:

The objectives which BPET identifies represent our school's priorities and are the outcome of a careful review of and analysis of data and other evidence. They also take into account national and local priorities and issues.

BPET School Equality Objectives for 2022-2025 are:

- To achieve a year-on-year reduction (improvement) in the attainment gap between those children eligible for FSM and those not on FSM in English and Mathematics.
- To achieve a year-on-year reduction in the attainment gap between those Children with a SEN/D statement and their peers.
- That all children to make at least expected progress from Reception – Year 2 in English and mathematics.

- To ensure that the impact of the COVID-19 pandemic has no impact on all children's ability to achieve.

10.0 Monitoring and reviewing objectives

The Headteacher and Trust will review this policy statement every three years and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

11.0 Approval by Bellevue Place Education Trust

This policy has been formally approved by the BPET Board and will be reviewed every three years.

APPENDIX A

Check list for BPET staff and Local Advisory Board

- The school collects information on race, disability and gender with regards to both children and staff, e.g. achievement, attendance, exclusions and staff training
- This information is used to inform the policies, plans and strategies, lessons, additional support, training and activities the school provides
- The Equality Policy and Plan and Objectives will be strongly influenced by the views, input and involvement of staff, parents, the Local Advisory Board, students and other stakeholders
- The school publishes information to demonstrate purposeful action on the general duties
- The school analyses pupil achievement in terms of progress and standards for different groups and takes action when there trends or patterns indicate a need
- The school sets Equality Objectives to improve outcomes for vulnerable children and monitors progress on reaching these objectives
- A senior member of staff has responsibility for coordinating the implementation of the policy and monitoring outcomes
- The school ensures that all staff understand and implement the key requirements of the Equality Policy
- The school ensures that visitors to the school understand and follow the key requirements of the Equality Policy
- The curriculum includes opportunities for all children to understand and celebrate diversity and difference
- All groups of children are encouraged to participate in school life and make a positive contribution, e.g. through assemblies and the school council
- The school monitors bullying and harassment of children in terms of difference and diversity (i.e. different groups) and takes action if there is a cause for concern
- Visual displays and multimedia resources reflect the diversity of the school community
- Minority ethnic, disabled and both male and female role models and those of vulnerable groups are promoted positively in lessons, displays, discussions and assemblies
- The school takes part in annual events such as Black History Month, Deaf Awareness Week, No Pens Day, One World Week etc. to raise awareness of issues around race, disability and gender
- The school environment will be increasingly accessible to children, staff and visitors to the school – including the acoustic environment
- Open evenings and other events which parents, carers and the community attend are held in an accessible part of the school and issues such as language barriers are considered
- The accessibility needs of parents, children and staff are considered in the publishing and sending out of information
- The Local Advisory Body is representative of the community it serves. The BPET Equality Policy will be considered for the appointment for all local advisers.