



Bottesford Schools Federation

Equality & Diversity Policy

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1. Defining Equality and Diversity

Equality

Equality is about fairness and equality of opportunity, and advancing equality of opportunity (equity) involves treating people appropriately. People should not be treated exactly the same. Some people may need extra help or adjustments to enable them to be part of the school community; this includes teachers, administration, cleaning or catering staff employed at the school as well as children, parents/ carers and governors.

Relating to the Equality Act (2010), there are nine 'protected characteristics'; these are age, disability, gender reassignment [transgender], marriage/civil partnership, pregnancy/maternity, race, religion and belief (and having no belief), gender and sexual orientation.

Under the general duty, schools must exercise 'due regard' in respect of each of the protected characteristics to:

1. Eliminate unlawful discrimination and harassment
2. Advance equality of opportunity
3. Foster good relations between different groups

Diversity

Diversity is about valuing people as individuals and learning from our differences. Our differences can be visible and non-visible. By promoting diversity, we can meet different needs creatively to ensure opportunities are available to all and potential is fulfilled. By promoting a diversity friendly school culture, we are able to meet our school's aims and objectives more efficiently.

Culture is about the way all stakeholders (school governors, all employees in the school, parents/ carers, pupils and the whole school community) behave towards each other. It is about how we treat each other and respect our differences. Promoting diversity and a diversity friendly culture helps to create a more productive school community.

2. Our Vision

Bottesford Schools Federation is committed to eliminating discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010. This commitment is rooted in our federation vision "We RISE together" and our core values (Respect, Integrity, Strive, Empowered). Eliminating discrimination is embedded in our policies, procedures, curriculum, staffing practice and day-to-day culture across Bottesford Infant and Junior Schools, working jointly under the Executive Headteacher and senior leadership team.

What the requirement means for our federation

Under the Public Sector Equality Duty we must have "due regard" to the need to:

- eliminate unlawful discrimination and harassment;
- advance equality of opportunity; and
- foster good relations.

Eliminating discrimination specifically requires us to identify, prevent and respond to any direct or indirect discrimination, harassment or victimisation related to protected characteristics (including disability, gender reassignment, race, religion or belief, sex, sexual orientation, pregnancy/maternity, marriage/civil partnership and age where applicable), and to make reasonable adjustments for disabled pupils and staff so they are not placed at substantial disadvantage.

How Bottesford Schools Federation meets this requirement

1. Policies and governance

- Unified equality policy: We maintain an Equality & Diversity policy (applies across the federation) that defines equality and diversity, sets objectives and describes how we will remove barriers and avoid unfair discrimination. The policy is reviewed on a rolling programme and is published on the federation website; alternative formats are available on request.
- Linked policies: Anti-bullying, behaviour, safeguarding, recruitment, staff conduct and complaints procedures all expressly reference avoiding discrimination and how incidents will be handled. Breaches are treated seriously and may lead to disciplinary action.
- Governing body oversight: Governors (including the Chair) oversee, agree and monitor equality objectives and related activity. Minutes of governing body meetings record equality issues discussed and actions taken.

2. Leadership and accountability

- Senior leadership ownership: The Executive Headteacher and two Deputy Headteachers ensure due regard is given to eliminating discrimination in strategic decisions, staffing, curriculum planning and school improvement priorities.
- Roles and responsibilities: All staff, governors, pupils, parents and contractors are included within the scope of responsibility; staff receive appropriate training and updates on equality-related duties.

3. Prevention: Curriculum, culture and everyday practice

- Values-led culture: Our RISE values (Respect, Integrity, Strive, Empowered) explicitly promote respect, fairness and inclusion; these values are reinforced daily through assemblies, classroom practice and whole-school routines to reduce stereotyping and discriminatory behaviour.
- Curriculum provision: Reading-centred curriculum and PSHE actively promote positive understanding of different characteristics, challenge stereotyping and celebrate diversity. Priority 7 of our improvement plan commits to widening cultural and religious experiences to strengthen pupils' respect for different communities.
- Diversity promotion: We maintain a diversity-friendly environment (e.g., diversity library, themed assemblies, pupil voice) so pupils learn to value difference and treat others with kindness and empathy.

4. Identification and removal of barriers

- Targeted objectives: Our published equality objectives include narrowing attainment gaps (e.g., boys and girls in writing), supporting more able pupils from vulnerable groups and removing barriers for pupils with SEND.
- Reasonable adjustments for disabled pupils: We make adjustments to teaching, resources and the environment and provide auxiliary aids and pastoral support (e.g., Learning Mentor, SEND support plans) so disabled pupils are not

disadvantaged. We work with Local Authority services (EMTAS, EAL support) as needed.

- Accessibility planning: The federation maintains accessibility plans (updated every three years or when significant change occurs) to reduce physical and curriculum barriers.

5. Monitoring, evaluation and use of data

- Data-informed action: We collect and analyse attainment, progress, attendance and behaviour data disaggregated by group to identify inequalities and target support. This informs actions to close gaps (improvement priority 1).
- Governance scrutiny: Attainment, attendance and exclusions data for vulnerable groups are scrutinised at governor and local authority level.
- Records and evidence: Minutes, meeting notes and records of training show how we have given due regard to eliminating discrimination. We log and monitor incidents (including diversity-related bullying) and the actions taken.

6. Reporting and transparency

- Information publishing: We publish equality information about our community and actions taken on the school website, and review this information annually.
- Accessible procedures: The complaints procedure and processes for reporting bullying or harassment are published and available in alternative formats on request.

7. Responding to incidents and complaints

- Anti-bullying and incident procedures: Bullying or harassment based on a protected characteristic is unacceptable. Incidents are logged, investigated and resolved in line with the Anti-Bullying and Behaviour policies; support is provided to the victim and appropriate sanctions and interventions applied to perpetrators.
- Staff misconduct: Discriminatory conduct by staff or governors is addressed through disciplinary procedures; serious incidents may involve external agencies, including the police where appropriate.
- Complaints handling: Equality- or diversity-related complaints are managed through the federation's complaints procedure and escalated to the Headteacher or Chair of Governors as necessary.

8. Inclusive employment and training

- Fair recruitment and employment: Recruitment, promotion and training processes are designed to be fair and free from discrimination and to provide opportunities for all staff to progress.
- Staff training: Staff receive training and updates to ensure they understand their responsibilities under the Equality Act and how to prevent and respond to discrimination and harassment.

9. Pupil voice and engagement

- Pupil consultation: We collect pupil views through the School Council and pupil leadership teams. Feedback is used to improve practice and to address issues of discrimination or exclusion.
- Family and community engagement: We gather parent survey feedback and use it, together with staff and governor input, to ensure our equality actions meet community needs.

3. Our Objectives

Objectives (2026–2029)

Objective 1 — Narrow attainment gaps for disadvantaged boys in writing

- Rationale: Assessment data shows boys eligible for pupil premium underperforming in writing compared with their peers.
- Actions: Implement targeted small-group interventions; review and adapt writing curriculum to increase engagement; provide CPD for staff on pedagogy for boys' writing; use pupil voice to shape approaches.
- Success measures: By Summer 2029, reduce the attainment gap in expected writing outcomes between disadvantaged boys and the cohort average by at least 50%; increased engagement in writing evidenced in pupil voice and work scrutiny.

Objective 2 — Improve attendance and reduce persistent absence for pupils with SEND and those from disadvantaged backgrounds

- Rationale: Attendance data indicates higher absence rates among pupils with SEND and disadvantaged pupils, increasing risk of educational and social disadvantage.
- Actions: Deploy attendance officer and Pastoral Managers to deliver tailored attendance plans; strengthen early help and family engagement; ensure reasonable adjustments reduce barriers to attendance; coordinate with external agencies.
- Success measures: Reduce persistent absence among targeted groups by 2% by Summer 2029; improved punctuality and increased percentage of pupils meeting expected attendance thresholds.

Objective 3 — Increase representation and participation of pupils from minority ethnic backgrounds and pupils with SEND in enrichment and leadership opportunities

- Rationale: Some groups underrepresented in leadership roles
- Actions: All children from year 1-6 have a role within the leadership team
- Success measures: Participation rates for targeted groups at least match cohort proportions within two years; positive feedback from pupil voice about inclusion in enrichment.

Objective 6 — Improve accessibility (physical and curriculum) across both sites

- Rationale: To ensure pupils with disabilities can access all aspects of school life.
- Actions: Update accessibility plan; complete priority physical adaptations; review curriculum resources for accessibility and representation; plan for auxiliary aids and differentiated delivery.
- Success measures: Completion of priority accessibility improvements by Summer 2028; positive feedback from families and pupils with disabilities; measurable improvements in access-related incidents and participation.

How we ensure continuous improvement

- Annual review: The equality information and objectives are reviewed annually, and the policy is updated as part of our rolling review programme.
- Monitoring impact: Governors and leaders monitor the impact of equality actions via data, minutes, surveys and pupil voice; adjustments are made where outcomes show disproportionate disadvantage for any group.
- Alignment across the federation: Since the 2026 federation, policies and practice are being aligned between Infant and Junior schools so that approaches to eliminating discrimination are consistent across both sites.

4. Conclusion

The Equality Duty at Bottesford Schools Federation is an active, ongoing process integrated into leadership, governance, curriculum, staffing and everyday school life. Through our RISE values, specific equality objectives, clear policies, data-informed monitoring and targeted actions (including reasonable adjustments for disabled pupils), we work to ensure all members of our community can live, learn and work free from discrimination and harassment.