



# Berry Hill Primary School – Equality Policy

Reviewed January 2026

## Equality Statement

### Legal Duties

At Berry Hill Primary School we welcome our duties under the Equality Act 2010. The general duties are to:

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

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics include:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

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.

To meet our general duties, the law requires us to carry out specific duties to demonstrate compliance. These are to:

- Publish equality information (we will not publish any information that can identify individuals).
- Prepare and publish equality objectives and review them annually.
- Consult stakeholders in the development of equality objectives and report annually on progress.

We will collect and analyse data related to the protected characteristics above to determine our equality objectives. We will assess data across our core school functions, including admissions, attendance, attainment, exclusions, prejudice-related incidents, curriculum and complaints/compliments.

## Ethos, Values and Vision

### Our Values: Be Kind, Work Hard, Be Brave

At Berry Hill Primary School, our ethos is a simple one: Be Kind, Work Hard, Be Brave. We aim to produce outstanding individuals who understand the importance of kindness, hard work and bravery, and who feel a responsibility to make positive contributions to society. Kindness is demonstrated through empathy, acceptance, gestures and thoughtfulness. Working hard means perseverance, care and pride in achievements. Being brave means having the courage to try, to get things wrong and keep going, to stand up for what is right, and to ask for help.

In a rapidly evolving world shaped by Artificial Intelligence (AI), many future roles may not yet exist. While AI can provide information and automate tasks, it cannot stand before an audience and communicate with human conviction. We are

committed to developing confident speakers who can present, debate, reason and explain with clarity and confidence, and our curriculum and pedagogy are designed to deliver this.

#### **Our Vision:**

- Provide the highest possible standard of education so every child realises their full potential and is equipped for the next stage of learning.
- In a world of increasing AI, support pupils to become confident speakers who can present, debate, reason and explain with clarity and conviction.
- Offer a broad, balanced and challenging curriculum that develops the conceptual and procedural knowledge needed to succeed in life.
- Create a safe environment that promotes learning and curiosity, where children and staff are aspirational and feel confident to “have a go”.
- Inspire children through a “see it to be it” approach so they know people like them can be anything.
- Encourage social maturity and essential life skills: resilience, empathy, understanding, tolerance and respect, so pupils engage positively with modern British society.

### **Roles and Responsibilities**

We believe that promoting equality is the responsibility of the whole school.

School Community	Responsibility
Governing Body	Involve and engage the whole school community in identifying and understanding equality barriers and in setting objectives to address these. Monitor progress towards achieving equality objectives. Publish data and publish equality objectives. Ensure that staff have access to appropriate training and resources.
Headteacher / Principal	Promote key messages to staff, parents and pupils about equality and what is expected of them and what can be expected from the school. Ensure all in the school community receive appropriate training. Ensure all staff record, report and respond appropriately to prejudice-related incidents.
Designated Safeguarding Lead (DSL)	Mr Trenowden oversees safeguarding and ensures all prejudice-related concerns are recorded on CPOMS and acted upon.

Deputy DSL(s) (job titles only)	Support the DSL in managing safeguarding and prejudice-related incidents (listed by job title only, as set out in the school's Safeguarding Policy).
Senior Leadership Team	Support the Headteacher as above; ensure fair treatment and access to services and opportunities; ensure staff record, report and respond appropriately to prejudice-related incidents.
Teaching Staff	Deliver the right outcomes for pupils; uphold the commitment made to pupils and parents/carers; design and deliver an inclusive curriculum; record, report and respond appropriately to prejudice-related incidents.
Non-Teaching Staff	Support the school in delivering a fair and equitable service to all stakeholders; uphold the commitment made by the Headteacher; support colleagues and record, report and respond appropriately to prejudice-related incidents.
Parents/Carers	Take an active part in identifying barriers and informing the governing body of actions to eradicate these; support and challenge the school in tackling inequality and achieving equality of opportunity; uphold the commitment on how pupils and parents/carers can expect to be treated.
Pupils	Support the school in tackling inequality; uphold the commitment on how all can expect to be treated; report prejudice-based incidents to a trusted adult.
Local Community Members	Identify barriers and inform the governing body of actions to eradicate these; support and challenge the school in tackling inequality and achieving equality of opportunity for all.

We will ensure the whole school community is aware of this Equality Policy and our published equality information and objectives by publishing them on our school website.

## **Preventing and Addressing Prejudice-Related Incidents**

**Definition.** Prejudice-related incidents/bullying include derogatory and discriminatory language and behaviour that is racist, sexist, homophobic, biphobic, transphobic or disablist in nature. It may be directed towards people because of their sex, religion or beliefs, race/ethnicity/nationality; because they have a learning or physical disability; or because they are (or are perceived to be) lesbian, gay, bisexual or trans, or associated with someone who is. This may include misogyny or misandry, and such language and behaviour are generally used to refer to someone or something as inferior.

At Berry Hill Primary School we encourage open discussions around differences between people, actively challenge prejudice and celebrate diversity. We recognise that prejudice-related and discriminatory bullying is a form of child-on-child abuse and a safeguarding concern. We adopt a contextual safeguarding, trauma-informed and strengths-based approach and work with families and external agencies to prevent incidents and create an environment where all feel welcomed, accepted and safe.

If incidents occur, we will address them immediately, provide appropriate support to those affected, investigate thoroughly, apply appropriate sanctions where required and address offending behaviours through education. All adults are expected to comply with the school's Code of Conduct. Allegations against staff will be investigated in line with relevant policies and procedures.

We review our practice after each incident and regularly evaluate how we can prevent further incidents.

## **Reporting Mechanisms**

### **Children (including bystanders)**

Children can report concerns to any member of staff — class teachers, TAs, the Headteacher, lunchtime supervisors or office staff. Staff will listen, make an initial note of concerns, discuss next steps and reassure the child that they will be supported. Staff will make a formal record of the concern on the school's CPOMS system and alert relevant staff, including the DSL where urgent or risk is identified.

We understand some children may find it difficult to tell a member of staff verbally. To support this, there is a worry box in every classroom where children can place their name or a brief note/drawing of their concern.

### **Parents/Carers**

Whether a child is responsible for an incident or is the victim, parents/carers will be informed by a member of staff. We will discuss support for the child, facilitate restorative conversations when appropriate, and create safety plans so they feel safe in and around school. If a child is responsible for an incident, we will provide opportunities for reflection and education, implement natural consequences, and encourage the child to make amends and take responsibility.

We ask parents/carers to contact the school directly with any concerns rather than discussing them with others in person or online. Where necessary, and if a pupil is considered at risk, the DSL/Deputy will seek advice from the police or other external agencies.

### **Staff**

Staff work closely with children and may notice changes in behaviour or attitude that indicate something is wrong. Staff must report concerns immediately to the DSL or Headteacher and make a formal record on CPOMS.

## Breaches

Breaches of this policy will be dealt with in the same way as breaches of other school policies, as determined by the Headteacher and governing body.

## Policy Development

This policy reflects Keeping Children Safe in Education (KCSIE) statutory guidance (1 September 2025) and the Equality Act 2010 guidance for schools. Berry Hill Primary School followed the Local Authority's recommendation to adopt and personalise the Nottinghamshire Model Equality Policy (September 2025).

## Availability and Publication

This policy is published on the Berry Hill Primary School website (Policies / Statutory Policies). Copies are also available on request from the school office.

## Links with Other Policies

This Equality Policy should be read alongside the following policies and plans:

Policy	How it may link
<b>Child Protection / Safeguarding Policy</b>	Includes information about child protection procedures and contextualised safeguarding.
<b>Behaviour Policy</b>	Includes details about the behaviour system and potential sanctions for pupils.
<b>Anti-Bullying Policy</b>	Includes information about bullying behaviours and vulnerable groups.
<b>Online Safety / E-Safety / Acceptable Use Policies</b>	Includes information about online behaviour and cyberbullying.
<b>Child-on-Child Abuse Policy</b>	Includes links to bullying.
<b>RSHE / PSHE Policy</b>	Includes how we teach healthy relationships, friendships, diversity and bullying.
<b>Accessibility Plan</b>	Includes how we ensure the site and curriculum are accessible to pupils with disabilities.
<b>SEND Policy</b>	Includes how we support pupils with SEND and create an inclusive learning environment.
<b>Complaints Policy</b>	Includes how to make a complaint if you are not satisfied with the school's response.

## Monitoring and Review

As a minimum, we will review our objectives in relation to any changes in our school profile at least every three years. Our objectives will sit within our School Improvement Plan and be reviewed as part of that process.

Date approved by the Governing Body: [Insert date]

Date to be reviewed by the Governing Body: [Insert date]

### Useful Links

- [Equality Act 2010: guidance – GOV.UK](#)
- [Convention on the Rights of the Child \(CRC\) – Equality and Human Rights Commission](#)
- [UN Convention on the Rights of Persons with Disabilities \(CRPD\) – Equality and Human Rights Commission](#)
- [The Human Rights Act – Equality and Human Rights Commission](#)