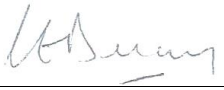




BPET Equality, Diversity and Inclusion Policy

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2026
Renewal:	Every three years
Review Date:	1 September 2029

Bellevue Place Education Trust – Our commitment

Learn, Enjoy, Succeed

BPET is a growing family of autonomous schools that strive for excellence for the communities they serve. Our staff are empowered to balance academic rigour and curricular breadth to inspire confidence, creativity and respect. Our pupils are at the heart of everything we do as to LEARN, ENJOY and SUCCEED.

LEARN

We offer a breadth and ambition of provision that supports an exceptional academic education, nurturing every child's learning journey – regardless of ability, background or special educational needs – and helping them develop a lifelong passion for learning.

ENJOY

We believe learning should be enjoyable, and that through this enjoyment children develop life-long learning habits. We achieve this by creating opportunities for all children to reach their full potential at school, and to enjoy school life – helping to ensure pupils grow into happy, independent and confident learners.

SUCCEED

We strive for excellence, aiming to ignite ambition, aspiration, pride and a desire to contribute to society. We prepare our pupils to approach life with confidence, purpose and integrity.

Working together: the BPET way

We achieve far more by learning, supporting and collaborating within and across our network of schools and communities. We do so with an unwavering and shared commitment to equality, diversity, inclusion, and respect.

Equality, Diversity and Inclusion Policy Aim

Schools can have a major influence on the attitudes of society and of those we educate. We believe we are in a powerful position to bring about change for the good of society. The aim of the Equality, Diversity and Inclusion policy is to outline the commitment of our school to ensure that equality of opportunity is available to all members of the school community. For our school this means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school. It also involves celebrating and valuing the diversity and strengths of all members of the school community.

1 Introduction

- 1.1 BPET Schools are committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity and inclusivity for all staff and pupils across its academies.
- 1.2 BPET Schools are committed to promoting a positive and diverse culture in which all staff and pupils are valued and supported to fulfil their potential irrespective of any protected characteristic.

- 1.3 BPET Schools recognises its obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with, especially our employees, pupils and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Equality Act 2010 and its subsequent provisions.

As part of the application of this policy, BPET may collect, process, and store personal data and special categories of data in accordance with our data protection policy. We will comply with the requirements of data protection legislation (including the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and any implementing laws, regulations and secondary legislation, as amended or updated from time to time). Records will be kept in accordance with the BPET Data Protection Policy, and in line with the requirements of the data protection legislation.

- 1.4 The following groups have been identified as key recipients in terms of the implementation of this policy:

- Looked After Children or Children in Need
- SEND
- Children at risk of exclusion
- Children from an ethnic group, including those from Gypsy, Roma, Traveller background
- Children missing in education
- Children with medical conditions affecting attendance at school
- Are school age / teenage parents
- Are young carers
- Children within, or at risk of joining, the criminal justice system
- Children with mental health issues
- Children in receipt of free school meals
- Children living in areas of deprivation
- Gifted and talented
- Are gender questioning or going through transition
- Children who are LGBTQ+

- 1.5 This policy and all associated procedures apply to all staff (including volunteers and pupils on placement), young people and visitors at our academies and should be read in conjunction with the following trust-wide policies: anti-bullying, special education needs and disability, admissions, uniform, behaviour, exclusions, complaints, PSHE and SMSC.

- 1.6 Failure to comply with these policies and procedures may result in disciplinary action. Discriminatory treatment, bullying or harassment of staff or pupils by visitors will also not be tolerated.

2 Compliance

2.1 This policy has been developed in response to the Equality Act 2010 and replaces previous policies relating to race, gender and disability equality. It has been designed to help the school meet the public sector equality duty to:

2.1.1 Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.

2.1.2 Advance equality of opportunity between those who have a protected characteristic and those who do not.

2.1.3 Foster good relations between those who share a protected characteristic and those who do not.

2.2 We acknowledge intersectionality and the impact that a wide variety of differences will have on the individual and the workplace. We will ensure that we do not discriminate against staff on the basis of:

The Equality Act 2010 defines nine protected characteristics. Each of the following are potentially applicable to each school community (pupils, staff and local advisers):

- Age (as an employer but not applicable to pupils)
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation

2.5 Equality and diversity principles based on the above aims will be embedded in our daily practices, policies and the processes of decision-making, including:

- Admissions, induction and attendance.
- Pupils' progress and achievement.
- Pupils' personal development and wellbeing, particularly in relation to safeguarding.
- Parental involvement.
- Working with the wider community.
- Behaviour management.
- Staff recruitment and professional development.
- Curriculum access and participation.
- Teaching styles and strategies.

3 Publication of Information and Equality Objectives

- 3.5 BPET acknowledges its legal duties to publish information on compliance with the three strands of the public sector equality duty and, in addition, to publish specific and measurable equality objectives.
- 3.6 BPET will work across its community to analyse data and existing practices to set out the actions taken in compliance of the equality duty and to inform the setting of relevant equality objectives to support the development of each school and its community. These will be set out in our Equality Action Plan.
- 3.7 The information on the equality duty will be updated annually and the objectives every 3 years. The Equality Action Plan is published on the respective school's website.

4 Roles and Responsibilities

No form of discrimination will be tolerated at this school. It is the duty of the school community to ensure equality and inclusivity.

- 4.5 The Headteacher, with the support of the rest of the Senior Leadership Team, will:
- promote the equalities objectives both within the school and externally to the rest of the community
 - ensure that all staff are aware of their role and responsibilities regarding the promotion and delivery of equality in school
 - report back to the local authority board members on how the objectives are being met and any amendments that they feel should be made, as well as feedback from staff, pupils and parents
 - challenge inappropriate language and behaviour
 - tackle bias and stereotyping
 - take appropriate action where discrimination or victimisation occurs
 - deal promptly with all incidents and complaints of bullying and harassment.
 - identify any staff training needs, and deliver training as necessary.
- 4.6 Staff and local authority board members will:
- Actively promote equality of opportunity in all areas of school life.
 - Ensure that members of each member of the school community know their rights, and respect the rights of others.
 - Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation.
 - Actively challenge discrimination and disadvantage in accordance with their responsibilities.
 - Raise awareness of equality issues for all members of each school community, and through our links with the local community.

- Establish strategies to ensure equal access to the curriculum and enable each individual to fulfil their potential regardless of ability, gender, race, disability, religion or sexual orientation.
- Report any issues associated with equality and diversity in accordance with this policy.
- All school staff are expected to have regard to this document and to work to achieve the objectives set out in Section 10.

4.7 Pupils at the school will:

- engage with the school in eliminating any discrimination
- promote a positive attitude towards equality when both in school and off the school site
- report to school staff any incidents of inappropriate language or behaviour, discrimination or victimisation that they know to have occurred
- work to promote the anti-bullying strategies outlined in the school's behaviour and anti-bullying policy
- set a good example regarding behaviour and social awareness to younger pupils and their peers.

3.4 Parents, carers and visitors are expected to:

- support the school by promoting a positive attitude towards equality in the school
- attend any relevant meetings/awareness-raising sessions that they are invited to relating to the school's equality policy
- work with the school to resolve any incident relating to discrimination or victimisation that their child is involved in
- respect and follow our equality expectations when visiting the school.

5 Duty to make reasonable adjustments

- 5.5 The school will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable.
- 5.6 The duty to make reasonable adjustments covers all aspects of school life, including the curriculum, classroom organisation and timetable, access to facilities, clubs and visits, sports and policies.
- 5.7 In making reasonable adjustments, the school is required to provide auxiliary aids and services for disabled pupils. Staff will carefully consider any proposals made by parents and will not unreasonably refuse any requests for such aids and services.
- 5.8 The school will monitor the physical features of the schools' premises to consider whether disabled users of the premises are placed at a substantial disadvantage compared to other users. Where possible and proportionate, the school will take steps to improve access for disabled users of the premises. Please see the Accessibility Plan for further information, which can be found on the school's website.

- 5.9 Parents should notify the Head Teacher in writing if they are aware or suspect that their child has a disability and provide copies of all written reports and other relevant information about their child's disability upon request. Providing such information will enable the school to support the student as much as possible. Confidential information of this kind will only be communicated on a "need to know" basis. Every BPET school will have due regard to any request made by a parent or student (who has sufficient understanding of the nature and effect of the request) to treat the nature or existence of the person's disability as confidential.

6 Curriculum delivery

- 6.5 The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. The principles of equality and diversity are embedded in our academic and social curriculum. Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any student in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.
- 6.6 The school recognises and promotes awareness of the possibility of bias (for example gender or racial), and works to eliminate such bias in both teaching and learning materials and teaching styles. Materials are carefully selected for all areas of the curriculum to avoid stereotypes and bias.
- 6.7 The school may take positive action to give pupils of a particular racial group, or pupils with a disability or special educational needs, access to additional education or training to meet the needs of the pupils in that group, for example, special language training for groups whose first language is not English.
- 6.8 All pupils are encouraged to work and play freely with, and have respect for, all other pupils, irrespective of any protected characteristics, subject to considerations of safety and welfare. Positive attitudes are fostered towards all groups in society through the curriculum and ethos of the school, and pupils are encouraged to question assumptions and stereotypes.

7 Uniform policy

- 7.5 The BPET Uniform Policy is consistent with this policy. The same uniform policy applies equally to all pupils, irrespective of their gender, gender reassignment, race, disability, sexual orientation, religion or belief or special educational needs, subject to considerations of safety and welfare. However, all schools will consider reasonable requests to alter the uniform, for example for genuine religious requirements and in making reasonable adjustments for disabled children to avoid substantial disadvantage.
- 7.6 Certain items of jewellery, such as the Kara bangle, and certain items of headwear, such as the turban and headscarves may be worn by pupils when doing so is genuinely based on manifesting religious or racial beliefs or identity. Where there is uncertainty as to whether an item may be worn under this section, the issue must be referred to the Head Teacher, whose decision will be final, subject to the complaints procedure.

8 Admissions policy

Admissions criteria are defined under the school's admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.

9 Religious Beliefs

The school respects the religious beliefs and practice of all staff, pupils and parents, and each school will comply with reasonable requests relating to religious observance and practice wherever possible. An example where a request may be refused is if the religious observance takes place during lesson time. Whilst the school will explore other ways to accommodate the request, such as amended timetabling, this may not always be possible.

10 Gender Identity

- 10.5 The school is mindful of its responsibilities under the Equality Act 2010 towards pupils identifying as transgender and non-binary. Our school has uni-sex/gender neutral facilities for all pupils who wish to use them. In respect of pupils identifying as trans-gender or non-binary, the school will be sensitive to their individual needs whilst also recognising the needs and sensitivities of other pupils. Pupils who have confirmed that they have commenced the process of transitioning, and therefore fall under the protected characteristic of gender-reassignment will be provided with appropriate pastoral care and support.

11 Exclusion policy

The decision to suspend or permanently exclude a child is a last resort and will be made in accordance with the BPET Exclusion Policy. That policy applies to all pupils and any exclusion decision will take into account our duties under the Equality Act 2010.

12 Recruitment and selection

- 12.5 All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. Specifically, part-time and fixed-term staff should be treated the same as comparable full-time or permanent staff and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is justified. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate.
- 12.6 Applicants will not be asked about health or disability before a job offer is made, other than where it is necessary to establish if an applicant can perform an intrinsic part of the job. Applicants will not be asked about past or current pregnancy or future intentions related to pregnancy or gender identity or history. Applicants will be asked to clarify which pronoun they would prefer to be referred to.
- 12.7 Where appropriate, the school will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection is carried out by a third party, on behalf of the school, we will take all reasonable steps to ensure they adhere to the principles of this policy.
- ### **12.8 Training, Promotion, Pay, and Termination.**
- Pay and promotion decisions will be based on an employee's performance (where relevant), skills, and experience.
 - We will ensure that redundancy criteria and procedures are fair and objective and are not directly or indirectly discriminatory.

- Part-time and fixed-term staff should be treated the same as comparable full-time or permanent staff.

12.9 Breaches of this policy

If you believe that you may have been discriminated against, or you have witnessed discrimination, you are encouraged to raise the matter through our grievance procedure. Employees who make such allegations in good faith will not be victimised. False allegations which are found to have been made in bad faith will, however, be dealt with under our disciplinary procedure.

13 Implementation, monitoring, evaluation and review

- 13.5 The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of this 'Equality, Diversity and Inclusion Policy' in each school is the Head Teacher.
- 13.6 Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on each school's premises during office hours and an electronic copy is posted on our website.
- 13.7 The Equality, Diversity and Inclusion Policy will be reviewed on a three-year cycle by the BPET central Team in consultation with Headteachers, led by a BPET Executive Headteacher.
- 13.8 The effectiveness of this policy will be assessed using a self-evaluation framework along with surveys of pupils to monitor the effectiveness of the policy.
- 13.9 We will also monitor and review the treatment and outcomes of any complaints of discrimination, harassment or victimisation we receive to ensure that they are properly investigated and resolved, those who report or act as witnesses are not victimised, repeat offenders are dealt with appropriately, cultural clashes are identified and resolved and workforce training is targeted where needed.

14 Equality, Inclusion and Diversity Action Plan

BPET School Equality Objectives for 2026-2029 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 make at least expected progress from Reception – Year 2 in English and mathematics.

15 Approval by Bellevue Place Education Trust

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