



The Bishops' Blue Coat Church of England High

Equality Statement and Objectives

All of the policies that shape our lives and daily practice at Bishops` are informed by our Christian vision and values: to know, nurture and inspire our students to be the best version of themselves, so that they can live
'Life in all its fullness' (John 10: 10)

Is this policy statutory?	Yes
Review Period	3
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Committee	Resources

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Equality Statement and Objectives

Statement of Intent

The Bishops' Blue Coat Church of England High School is founded on the Christian values that all are loved and equal in the sight of God. As a matter of Christian principle and in accordance with our foundation, we will:

- respect the equal human rights of all our students
- educate them about equality and
- respect the equal rights of our staff and other members of the school community

1. Compliance

1.1. This equality statement and objectives has been prepared with due regard to the following statutory provisions and guidance: -

1.1.1. Equality Act 2010

1.1.2. Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017; and,

1.1.3. Equality and Human Rights Commission, "Technical guidance for schools in England" as updated July 2024.

1.1.4. Equality and Human Rights Commission, "Technical guidance on the public sector equality duty: England", as updated 2023

1.1.5. **Exceptions for Church of England schools/academies.** The Equality Act 2010 includes some exceptions for schools/academies with a designated religious character, such as The Bishops' Blue Coat CE High School.

1.1.6. **As a Church of England Academy:** priority may be given in admissions to members of the Church of England or another religion. There are permitted exceptions on how education is provided to students and access is given to other aspects of school life which are not necessarily part of the curriculum. For example, organising visits for students to sites of particular interest to the Church of England school, such as a cathedral, is not discriminating unlawfully by not arranging trips to sites of significance to the faiths of other students.

1.1.7. These exceptions are to allow Church of England schools/academies to conduct themselves in a way which is compatible with their religious ethos. But the Equality Act does not permit less favourable treatment of a student because they do not (or no longer) belong to the Church of England. Nor does it allow schools to discriminate on religious grounds in other respects, such as excluding a student or subjecting a student to any other detriment

1.1.8. **Exception for staff and prospective staff.** Schools/academies that were Voluntary Aided schools prior to conversion to Academy status: may apply religious criteria when recruiting or dismissing any member of their teaching staff, in considering dismissals, may have regard to any conduct that is incompatible with the precepts, or with the upholding of the tenets, of the religion of the school, may not apply any religious criteria to any other posts unless there is a genuine occupational requirement

1.1.9. **Acts of worship.** There is a general exception to the religion or belief provisions which allows all schools to have acts of worship or other forms of collective religious observance. This means the daily act of collective worship is not covered by the religion or belief provisions. Church of England schools/academies should provide a daily act of collective worship in accordance with the tenets and practices of the Church of England.

1.1.10. **Additional Guidance:**

[Distinctive and Inclusive - The National Society and Church of England Schools 1811 - 2011](#)
[Flourishing for All: Anti-bullying Guidance for Church of England Schools September 2024](#)
[\(amended April 2025\)](#)

2. About this Statement

2.1. The Bishops' Blue Coat CE High School has developed this Equality Statement to help us to meet its Public Sector Equality Duty (PSED) under the Equality Act 2010.

2.2. The Equality Act's provisions cover all aspects of school life such as the treatment of: -

2.2.1. students and prospective and past students

2.2.2. parents and carers

2.2.3. employees; and

2.2.4. the local community

2.3. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. The protected characteristics are: -

2.3.1. sex

2.3.2. disability

2.3.3. race

2.3.4. age

2.3.5. gender reassignment

2.3.6. marriage and civil partnership

2.3.7. pregnancy and maternity

2.3.8. religion or belief; and

2.3.9. sexual orientation

2.4. The Equality Act makes it unlawful to treat someone differently, either through direct or indirect discrimination, harassment, and victimisation or by failing to make a reasonable adjustment for a disabled person. **[Note: age applies to a school as an employer, but not with regard to the treatment of students and prospective students].**

3. Statement

3.1. The school is bound by the PSED to have due regard to the need to eliminate unlawful discrimination, harassment, and victimisation, and to promote equality of opportunity.

3.2. The specific duty on the school is to: -

3.2.1. publish information to demonstrate how the school are complying with the PSED; and

3.2.2. to prepare and publish equality objectives

[Note if there are fewer than 150 employees then the data will be about students only. If there are 150 or more employees, then the data needs to include both students and employees].

4. Guiding Principles

4.1. In fulfilling the legal obligations cited above, the school are guided by the following principles: -

4.1.1. Principle 1: All students are of equal value

4.1.2. The school see all students and potential students and their parents and carers, as of equal value: -

4.1.2.1. whether or not they are disabled

4.1.2.2. whether or not they are pregnant or away on maternity related absence

4.1.2.3. whatever their ethnicity, culture, national origin or national status

4.1.2.4. whatever their gender and gender identity

4.1.2.5. whatever their religious or non-religious affiliation or faith background; and

4.1.2.6. whatever their sexual identity

4.1.3. Principle 2: The school recognises and respects difference

4.1.4. Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. The school's policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barriers and disadvantages which people may face, in relation to: -

4.1.4.1. disability, so that reasonable adjustments are made

4.1.4.2. ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised

4.1.4.3. gender and gender identity, so that the different needs and experiences of girls and boys, women and men, and those who have reassigned their gender are all recognised

4.1.4.4. pregnancy and maternity, so that the differing needs of pregnant students and new mothers can be recognised

4.1.4.5. religion, belief or faith background; or

4.1.4.6. sexual identity

4.1.5. Principle 3: The school fosters positive attitudes and relationships, and a shared sense of cohesion and belonging

4.1.6. The school intends that its policies, procedures and activities should promote: -

4.1.6.1. positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

4.1.6.2. positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status

4.1.6.3. an absence of prejudice-related bullying and incidents, in particular concerning the protected characteristics

4.1.6.4. positive attitudes towards pregnant students and new mothers

4.1.6.5. mutual respect and good relations between boys and girls, women and men, and those who have reassigned their gender; and,

4.1.6.6. an absence of sexual and homophobic harassment

4.1.7. Principle 4: The school observes good equalities practice in staff recruitment, retention and development

4.1.8. The school will not unjustifiably discriminate against our staff or applicants on the basis of their sex, marital or civil partner status, gender reassignment, sexual orientation, race, colour, nationality, ethnic or national origin, religion or belief, pregnancy or maternity, disability or age

4.1.9. Principle 5: The school aims to reduce and remove inequalities and barriers that already exist

4.1.10. In addition to avoiding or minimising possible negative impacts of the school policies, the school will take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between: -

4.1.10.1. disabled and non-disabled people

4.1.10.2. people of different ethnic, cultural and religious backgrounds; and

4.1.10.3. girls and boys, women and men

4.1.11. Principle 6: The school consult and involve widely

4.1.12. The school engages with a range of groups and individuals to 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. The school consult and involve: -

4.1.12.1. disabled people as well as non-disabled

4.1.12.2. people from a range of ethnic, cultural and religious backgrounds

4.1.12.3. women and men, girls and boys, and those who have reassigned their gender

4.1.12.4. pregnant students and new mothers, and those with relevant experiences; and,

4.1.12.5. both women and men, and both girls and boys

4.1.13. People of different sexual orientation [note this information may not be as readily available]

4.1.14. Principle 7: The school bases its policies and practices on sound evidence

4.1.14.1. The school maintains and publishes quantitative and qualitative information which shows its compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010, and on the basis of which the school decide on specific and measurable objectives

4.1.15. Principle 8: Measurable objectives

4.1.15.1. The school formulates and publishes specific and measurable objectives, based on the consultations the school have conducted (principle 6) and the evidence the school have collected and published (principle 7). The objectives which the school identify take into account national and local priorities and issues, as appropriate. The school's equality objectives are integrated into the School Improvement Plan. The school will keep its equality objectives under review and report annually on progress towards achieving them

5. The Curriculum

5.1. The school keeps each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out above.

6. Ethos and Organisation

6.1. The school is committed to ensuring that the principles listed above apply to the full range of its policies and practices, including those that are concerned with: -

6.1.1. students ' progress, attainment and achievement

6.1.2. students ' personal development, welfare and well-being

6.1.3. teaching styles and strategies

6.1.4. admissions and attendance

6.1.5. staff recruitment, retention and professional development

6.1.6. care, guidance and support

6.1.7. behaviour, discipline and exclusions

6.1.8. working in partnership with parents, carers and guardians

6.1.9. working with the wider community; and

6.1.10. addressing prejudice and prejudice-related bullying

6.2. The school is opposed to all forms of prejudice which stand in the way of fulfilling its legal duties under the Equality Act for example: -

6.2.1. prejudices around disability and special educational needs

6.2.2. prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against travellers, migrants, refugees and people seeking asylum;
or

6.2.3. prejudices reflecting sexism and homophobia

6.3. The school keeps a record of prejudice-related incidents and, if requested, provide a report about the numbers, types and seriousness of prejudice-related incidents and how they are dealt with

7. Roles and Responsibilities

7.1. The governing body is responsible for ensuring that the school complies with Equality Act legislation, and that this policy and its related procedures and action plans are implemented.

7.2. The Headteacher is 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. Also, for taking steps to ensure that contractors working at the school operate within the requirements of this Equality Statement.

7.3. The Senior Leadership Team are responsible for supporting the Headteacher as above and ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

7.4. All teaching staff are expected to: -

- 7.4.1. promote an inclusive and collaborative ethos in their classroom
- 7.4.2. deal with any prejudice-related incidents that may occur
- 7.4.3. plan and deliver curricula and lessons that reflect the principles set out above
- 7.4.4. support students in their class for whom English is an additional language
- 7.4.5. keep up to date with equalities legislation relevant to their work; and
- 7.4.6. record and report prejudice related incidents

7.5. All support staff are expected to: -

- 7.5.1. support the Governing Body in delivering a fair and equitable service to all stakeholders
- 7.5.2. uphold the commitment made by the Headteacher on how students and parents/carers can be expected to be treated; and
- 7.5.3. record and report prejudice related incidents

7.6. All students are expected to: -

- 7.6.1. support the school to achieve the commitment made to tackling inequality; and
- 7.6.2. uphold the commitment made by the Headteacher on how students and parents/carers, staff and the wider community can be expected to be treated; ensuring that members of the school community are not subject to inequality

7.7. All parents are expected to: -

- 7.7.1. take an active part in identifying barriers for the school community and in informing the Governing Body of actions that can be taken to eradicate these.
- 7.7.2. take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.

8. Information and Resources

- 8.1. The school ensures that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.
- 8.2. All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.
- 8.3. The school will ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

9. The School's Equality Objectives

- 9.1. Support and tailored provision for students with SEND
- 9.2. To continue to monitor and analyse student achievement by race, gender and disability and act upon any trends or patterns in this data that require additional support for students
- 9.3. To ensure the school's environment is as accessible as possible to students, staff and visitors

10. Policy Access

- 10.1. A copy of this policy will be displayed on the school's website and issued to all appropriate staff members employed by the school.