Best Futures School

Where Children Come First

Equalities Policy

Date updated – July 2025
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CIC Input by – Steve Davies and Rose Best
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Equalities Policy

At Best Futures School, we are committed to creating an inclusive, respectful, and nurturing environment where every child, staff member, and stakeholder is valued. We actively promote equality and diversity and oppose all forms of discrimination.

We believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

We all have a responsibility to ensure equality permeates into all aspects of School life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We want everyone connected with Best Futures School to feel safe, secure, valued and of equal worth.

As an SEMH primary school, we support pupils with complex emotional and mental health needs. Our approach is therapeutic, trauma-informed, and inclusive, ensuring that all pupils can thrive regardless of background or ability. We have high expectations of all pupils, and we aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning.

We are opposed to any member of Best Futures School personnel or others connected with the school, being victimized, harassed, or bullied by another based on assumptions about their status in the aforementioned categories or on any other grounds. Also, we will not discriminate against anyone because of their political affiliation.

To achieve the aims of this policy we will take measures of positive action to encourage or facilitate the employment or training of minority or disadvantaged groups as we recognise that the avoidance of discrimination is not sufficient in ensuring that equality exists in Best Futures School.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as Best Futures School community have a commitment to promote equality.

Legal Framework

This policy relates to the following legislation:

- The Education (School Performance Information) (England) Regulations 2001
- Equality Act 2010
- SEND Code of Practice 2015
- Children and Families Act 2014
- Human Rights Act 1998

Best Futures School understands that the Equality Act 2010 combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.

We recognise that this Act brings together into one Act those areas now known as 'protected characteristics' that qualify for protection from discrimination such as:

- Age,
- Disability, Gender reassignment,
- Marriage and civil partnership,
- Pregnancy and maternity,
- Race, Religion or belief,
- Sex and
- Sexual orientation.

Aims and Objectives

- To introduce and put into practice the Equality Act 2010 that combines and builds upon the existing legislation covering discrimination and promotion of equality of opportunity.
- To treat everyone equally irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age, or any other protected characteristic.
- To eliminate discrimination, harassment and victimisation
- To foster good relations between different groups
- To promote understanding and respect for diversity
- To work with other Schools to share good practice to improve this policy.

Responsibility and implementation of the Policy and Procedure

The School Proprietor and the Senior Leadership Team will:

- Provide staff training on equality and diversity, ensure they have equal opportunities to access this training;
- Ensure that this policy is embedded into the culture of Best Futures School;
- Ensure all Best Futures School personnel, pupils and parents are aware of and comply with this policy;

- Provide leadership and vision in respect of equality inclusion and community cohesion;
- Monitor pupil progress and their access to opportunities
- Record and deal with incidents of racism, bullying and other inappropriate behaviour;
- Seek advice from appropriate agencies to ensure that this policy is kept up to date;
- Ensure equal opportunities is covered in the school improvement plan, in all subject policies and curriculum plans;
- Regularly report to the CIC Board and members on the standards achieved by diverse groups within Best Futures School;
- Monitor and review the effectiveness of this policy;

Roles and responsibilities

Best Futures School personnel will:

- Oversee the effective implementation and compliance of the policy
- Act as positive role models to promote equality throughout Best Futures School community;
- Abide by and adhere to this policy;
- Report and deal with all incidents of discrimination and unequal treatment to the Senior Leadership Team;
- Maintain an overall School ethos of respect and tolerance for one another;
- Promote equality, inclusion, and good community relations;
- Challenge inappropriate language and behaviour;
- Tackle bias and stereotyping;
- Insist on good pupil conduct;
- Be alert to signs of racial harassment and bullying;
- Have high expectations of all pupils;
- Carefully monitor all groups of pupils to ensure that they make progress and achieve their targets by providing a stimulating, relevant and exciting curriculum that will motivate and enthuse all students;
- Use a variety of teaching methods to ensure effective learning takes place for all pupils;
- Promote equality through curriculum planning;
- Ensure planning is differentiated to provide full access for all pupils;
- Create a positive classroom ethos which is welcoming to both sexes;
- Ensure pupils feel valued and have individual targets;
- Be open to the views of pupils;
- Attend appropriate training sessions;
- Report any concerns they have on any aspect of the school community

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The Best Futures School website
- Access to the policy via policies folder or electronic copy

- Raise equality awareness through PSHE (Personal, Social and Health Education) and Enrichment curriculum
- Communications with home such as newsletters, parent feedback, dojo's communication, and parent open days.

Pupils will, through PSHE and class discussions:

- Be aware of and comply with this policy;
- Recognise that they have a role and responsibility to promote equality, inclusion, and good community relations;
- Be encouraged to respect and values others;
- Report inappropriate language and behaviour;
- Work to promote anti-bullying strategies;
- Respond appropriately to incidents of discrimination and harassment and understand the action needed to report these;
- Treat others, their work and equipment with respect;
- Support the Best Futures School ethos;
- Take part in questionnaires and surveys to ensure their voice and views are captured

Parents/carers will:

- Be aware of and comply with this policy;
- Treat others with respect while on school site;
- Be asked to take part in periodic surveys conducted by the Best Futures School to ensure their voice and views are captured

Recruitment Process

We are an Equal Opportunities employer, and we adhere to the principles of equal opportunities in all aspects of the recruitment process.

We welcome applications for vacant posts from appropriately qualified persons regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Monitoring and reviewing the Effectiveness of the Policy

The effectiveness of this policy will be reviewed every two years (or sooner if there are changes in legislation) by the Executive Principal and Senior Leadership team and any necessary recommendations for improvement will be made to the CIC Board.

We will:

- Collect and analyse data on pupil achievements and wellbeing;

- Review the policy bi-annually and update as and when needed

Complaints

The complaints procedures will be used to deal with any discriminatory complaint from any member of the Best Futures School community.

Any case of harassment will be dealt with by the Best Futures School's disciplinary procedure.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed, and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil, and it helps to promote equality at this Best Futures School.

We recognise that there could be a potential impact on that prejudice, discrimination, and stigma can have on our pupil's mental health and wellbeing. We approach this in our positive and inclusive environment, offering non-discriminatory SEMH (Social, Emotional Mental Health) Support to suit the child's needs.

To tackle, reduce and prevent the potential impact on pupils' mental health and wellbeing we have a variety of proactive work which includes (but not limited to) our objectives below.

Objectives

During the following year we plan to implement the following:

Outcome	Actions to bring about improvement	Success Criteria
To further develop pupils understanding of the different types of families, e.g., 2 Dad's, 2 Mum's, Single parent, kinship care, CLA (Child Looked After)	Review the library to ensure that we have a mixture of fiction books which cover a wide variety of different types of families. To be aware of and always discuss different types of families and particularly during celebrations.	Pupils are aware of different family types and are accepting of this. In the Jigsaw PSHE scheme the most pertinent units for teaching about protected characteristics are: *'Celebrating Difference' and 'Relationships'*
To reduce the incidence of hostile attitudes and behaviours towards, and between, disabled and non-disabled pupils.	Include specific teaching on this with the school's PHSE curriculum. Promote positive role models from the disabled community. Disability sports to be integrated into the school PE curriculum.	Incidents of this type are reduced. In the Jigsaw PSHE scheme the most pertinent units for teaching about protected characteristics are: *'Celebrating Difference' and 'Relationships'* *Accessing disability physical activity sessions and disability swimming sessions.*

		Accessing bespoke disability bikeability /learn to ride sessions.
To promote cultural development and understanding through a rich range of experiences both in and beyond school	A yearly planner with PSHE, Enrichment and themed curriculum. In combination with arranged visits and visitors from a wide range of different cultural backgrounds.	Pupils express a multi-cultural attitude and are seen to be welcoming to visitors or community members of different cultures. PSHE, Enrichment and weekly themes embedded into the curriculum. Awaiting response from Grimsby/Lincoln Mosque – request for visit/visitor.

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Executive Principal:	D Best	**Signature:**	D H Best	**Date:**	25.06.25
CIC Board:	R Best	**Signature:**	Rose Best	**Date:**	26/06/2025
CIC Board:	S J Davies	**Signature:**	S J Davies	**Date:**	14/07/2025