



BISHOP RAWSTORNE
Church of England Academy

Equalities Policy

'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'
James 3:17

Approval date: February 2026
Approved by: Deputy Headteacher
Next review: February 2027

This document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

FORTITER ET FIDELITER
Bravely and Faithfully

Bishop Rawstorne Church of England Academy Equalities Policy

Verse

“But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere.”

James 3:17

Vision

“Bishop Rawstorne Church of England Academy aspires to cultivate wisdom rooted in Christian Values. It is our vision that all members of our community will experience life in all its fullness, flourishing through dignity, knowledge and understanding, bound together in unity, giving hope and worth to all.”

Our Values

Hope, Service, Compassion, Peace, Wisdom, Fellowship.

Our values are taken from the work of Neville Norcross ‘Christian Values for Church Schools’. Whilst there are many Christian values, we have chosen the six above to complement our commitment to a rich curriculum and outstanding pastoral care.

Philosophy

At Bishop Rawstorne Church of England Academy, we believe that every individual is created in the image of God, unique in worth and purpose. Guided by our Christian values of hope, compassion, peace, and fellowship, we are committed to promoting equality, celebrating diversity, and challenging injustice in all its forms. We strive to create an environment where all members of our community—students, staff, parents, and visitors—feel respected, included, and empowered to thrive.

Equality at Bishop Rawstorne is not simply about compliance with legal duties, but about cultivating a culture of dignity, fairness, and mutual respect. We actively seek to remove barriers, eliminate discrimination, and ensure that opportunity and access are not limited by race, gender, disability, age, sexuality, faith, or background. Our approach to equality is woven into the curriculum, pastoral care, recruitment, and leadership—reflecting our belief that inclusion strengthens our shared community and enhances the life of every learner.

We recognise that equality is an ongoing commitment, not a static achievement. As a Church of England academy, we reflect regularly on how our policies, practices, and relationships embody our values and vision. Through open dialogue, self-reflection, and action, we aim to model the kind of just, compassionate, and inclusive society we wish our students to help build in the future.

CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY

Our aim is to ensure that you feel happy, safe and secure in your school.

We believe:

- that every individual in our community is a unique and valuable creation made in the image of God.
- we all have a right to be considered equal, worthy of respect and esteem.
- we all have a responsibility to treat others as we would like to be treated ourselves.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
3. 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.

Notes relating to the Equalities Act 2010

The characteristic “race” includes colour, nationality and ethnic or national origin.

The characteristic “religion” also includes religious or philosophical belief or lack of religion or belief.

The act rules against direct discrimination whereby a person is treated less favourably in relation to one of the protected characteristics than they would otherwise be treated. If the protected characteristic is race for example, less favourable treatment includes segregation from others.

The act also identifies indirect discrimination, whereby a provision, criterion or practice is applied which discriminates in relation to a relevant protected characteristic, and in so doing, puts someone at a disadvantage and is not a proportionate means of achieving a legitimate aim.

The act also defines harassment as engaging in unwanted conduct which violates a person’s dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person, due to one of the protected characteristics.

Schools must not discriminate, either directly or indirectly, nor victimise or permit harassment in the following ways:

- a) Through their admissions arrangements, or by non-admittance.
- b) In the way education is provided.
- c) In the way the school permits the students access to a benefit, facility or service, or by not permitting access.
- d) By not providing education.
- e) By excluding from school.
- f) By subjecting the students to any other detriment.

Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by six principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our 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 barrier and disadvantage which people may face, in relation to:

- disability, including individual learning needs, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background
- sexual identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- 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, and an absence of prejudice-related bullying and incidents

- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whatever their age
- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or
- whatever their national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

Principle 6: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, and both girls and boys
- people of all sexual orientations

The curriculum

5. We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the principles set out in this policy.

Ethos and organisation

6. We ensure the principles listed in this policy apply to the full range of our policies and practices, including those that are concerned with:
- students' progress, attainment and achievement
 - students' personal development, welfare and well-being
 - teaching styles and strategies
 - admissions and attendance
 - staff recruitment, retention and professional development
 - care, guidance and support
 - behaviour, discipline and exclusions
 - working in partnership with parents, carers and guardians
 - working with the wider community.

Addressing prejudice and prejudice-related bullying

7. The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:
- prejudices around disability and special educational needs
 - prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example, antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
 - prejudices reflecting sexism and homophobia.
8. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

Roles and responsibilities

9. The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.
10. The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training, support and for taking appropriate action in any cases of unlawful discrimination.
11. All staff are expected to:
- promote an inclusive and collaborative ethos in their classroom

- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles in this policy
- support students in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work.

Information and resources

12. We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all students and their parents and carers.

Religious observance

13. We respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

14. We 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.

Breaches of the policy

15. Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and Governing Body.

Monitoring and review

16. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.
17. In particular, we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin and national status and gender.