BILLINGHAY CHURCH OF ENGLAND PRIMARY SCHOOL
EQUALITY INFORMATION and OBJECTIVES STATEMENT
September 2026

Believe to achieve, empowering a community of hope and aspiration.

'Ask and it shall be given, seek and you will find, knock and the door will be opened.' Matthew 7.7 ensures our community knows that with hard work, determination and God's help they can open doors to a brighter future.

We are inspired by the life of St Thomas and like him we are on a journey with our values supporting us as we travel. Our pupils will have the courage to challenge and ask questions with curiosity. St Thomas empowers us to learn from past and current events to be able to shine bright with hope and raise our aspirations to go out and change the world.

Our Vision statement:

Working together to raise aspirations, empowering a community of hope. We seek to develop resilient, curious and creative minds, inspiring everyone to shine bright and be positive members within our church school community.

We promote a culture of mutual respect between all the people who work in or visit our school. We aim to create an inclusive curriculum creating a culture where everyone can shine bright living well in their own skin and be happy for others. Our school is a place where everyone is able to flourish within a culture of love that accepts and forgives.

We involve our community in understanding and implementing expectations and systems to encourage this, and to act consistently and vigilantly within agreed guidelines. We work towards creating an environment in which all can achieve and shine brightly. Every person in our school is to be revered and respected as a member of a community where all are known and loved by God. By doing this we will create an environment which maximises the potential of everyone, ensuring they are resilient, curious, creative and aspirational for the future.

As a Church of England School, we have at our heart a belief that all everyone is loved by God, are individually unique and that we aim to express God's love by ensuring we offer a safe and welcoming place for all God's children. Everyone at Billinghay Church of England Primary School should be able to grow freely and be comfortable and confident within their own skins without fear or prejudice. We at Billinghay Church of England Primary School have a mission to help each person to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. We have a duty to try to remove any factor that might represent a hindrance to a fulfilment. Our core purpose as a Church School is to maximise the learning potential of everyone within the love of God.

As a Church of England Primary School we aim to earth our values in the wisdom and understanding of the Christian faith and particularly in the gospel values founded in the reality of the life, death and resurrection of Jesus. It is the Christian tradition that gives our values content and the story of Jesus that gives our values moral substance.
Our Collective Worship Council, Pupils, Staff and Foundation Governors chose the following Christian Values for our school:

	Year A	Year B
Term 1	Service (Harvest Festival)	Thankfulness (Harvest Festival)
Term 2	Compassion (Christmas)	Trust (Christmas)
Term 3	Perseverance (Epiphany)	Courage (Epiphany)
Term 4	Justice (Lent and Easter)	Forgiveness (Lent and Easter)
Term 5	Friendship	Respect
Term 6	Miracles of Jesus	Parables of Jesus

Equal Opportunities – Our school commitment
The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

We also need to consult and involve those affected by inequality in the decisions school takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community).

The Protected Characteristics. At Billinghay CE Primary School:

- We do not discriminate against anyone, be they staff or pupil (or prospective staff or pupils) by treating them less favourably because of:
  - Disability;
  - Race (including colour, nationality and ethnic or national origins);
  - Sex;
  - Their gender identity (they have reassigned or plan to reassign their gender);
  - Their religion or belief;
  - Their sexual identity and orientation;
  - Their age (for schools this is a characteristic in considering our duties in our role as an employer but not in relation to pupils);
  - Their being pregnant or having recently had a baby (on maternity leave);
  - Being married or in a civil partnership.
- Association. We do not discriminate against anyone because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil or staff member is associated.
- Perception. We do not discriminate against anyone because of a characteristic which a staff member(s) think a person has, even if they are mistaken.
- We promote the principles of fairness and justice for all through the education that we provide in our school. We try to ensure everyone is treated fairly and respectfully.
- We try to ensure that our school is a safe and secure place for everyone.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We recognise that all people have different needs and some pupils will need extra support to help them to achieve and be successful.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for all minority groups.

- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

The Equality Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:
- in relation to admissions;
- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility or service, or
- by excluding a pupil or subjecting them to any other detriment.

The "responsible body" is the governing body or the local authority for maintained schools in England and Wales, In practice, any persons acting on behalf of the responsible body – including employees of the school – are liable for their own discriminatory actions, and the responsible body is also liable unless it can show that it has taken all reasonable steps to stop the individual from doing the discriminatory action or from doing anything of that kind.

The Act deals with the way in which schools treat their pupils and prospective pupils: the relationship between one pupil and another is not within its scope. It does not therefore bear directly on such issues as racist or homophobic bullying by pupils. However, if a school treats bullying which relates to a protected ground less seriously than other forms of bullying – for example dismissing complaints of homophobic bullying or failing to protect a transgender pupil against bullying by classmates – then it may be guilty of unlawful discrimination.

Our named Governor is Mr D Gates.

Unlawful behaviour

The Act defines four kinds of unlawful behaviour – direct discrimination; indirect discrimination; harassment and victimisation.

- Direct discrimination occurs when one person treats another less favourably, because of a protected characteristic, than they treat – or would treat – other people.
- Indirect discrimination occurs when a "provision, criterion or practice" is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.
- Harassment has a specific legal definition in the Act - it is "unwanted conduct, related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person". This covers unpleasant and bullying behaviour, but potentially extends also to actions which, whether intentionally or unintentionally, cause offence to a person because of a protected characteristic.
- Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done ("a protected act") in connection with the Act. A protected act might involve, for example, making an allegation of discrimination or bringing a case under the Act, or supporting another person's complaint by giving evidence or information, but it includes anything that is done under or in connection with the Act. Even if what a person did or said was incorrect or misconceived, for example based on a misunderstanding of the situation or of what the law provides, they are protected against

retaliation unless they were acting in bad faith. The reason for this is to ensure that people are not afraid to raise genuine concerns about discrimination because of fear of retaliation.

Curriculum

- The content of the school curriculum has never been caught by discrimination law, and this Act now states explicitly that it is excluded. However the way in which a school provides education – the delivery of the curriculum – is explicitly included.
- Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination.

Part 1 - Information about the pupil Population in our school
Number of pupils on roll at the school: 135 (Sept 24).

Information on pupils by protected characteristics
The Equality Act protects people from discrimination on the basis of protected characteristics.

Disability
The overriding principle of equality legislation is generally one of equal treatment. However, the provisions relating to disability discrimination are different in that you may, and often must, treat a disabled person more favourably than a person who is not disabled and may have to make changes to your practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what you offer to the same extent that a person without that disability can. The Equality Act 2010 requires schools to provide auxiliary aids and services to disabled pupils.

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Long term is defined as lasting, or likely to last, for at least 12 months.
A school must not discriminate against a disabled person because of something that is a consequence of their disability.

There are pupils at our school with different types of disabilities and these include:
- Autism
- Speech and Language and Communication Needs
- Severe allergies.
- Behavioural Needs.
- Health issues.
- Physical needs.

Reasonable Adjustments

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:
- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.

- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Ethnicity

The main ethnic categories in school are: Chinese (2 pupils), Pakistani (1 pupil), White Eastern European (1 pupil), Black European (1 pupil), White and Black Caribbean (1 pupil), White and Black African (1 pupil) and Other mixed (1 pupil).

Religion and Belief
Billinghay CE Primary School is a school with a religious character. We do not discriminate because of religion or belief in relation to admissions (we do not have a religious criteria in our admissions code if we are oversubscribed). We do not treat a pupil any less favourably if they do not (or no longer) follow the Christian faith. We also will not discriminate by refusing admission to a child because for example their parents were gay.
As a Church school our daily acts of worship are Christian in nature and this is not covered by the religion or belief provision in the act.

Information on Other Groups of Pupils

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Gender

Last updated Sept 26	School	School %
Number on Roll	142	
Girls	74	52%
Boys	68	48%

Pupils with Special Educational Needs and Disabilities (SEND)

Group	**Number**	**%**
Total SEND Pupils	33	23%
Total non-SEND Pupils	109	77%

Group	**Current Number in School**	**Current % in School**
SEND: School Support	27	19%
SEND: Statement/ Education, Health and Care (EHC) Plan	6	4%

Year Groups	YR	Y1	Y2	Y3	Y4	Y5	Y6
SEN Support	0	1	9	3	5	4	5
Statement/ EHC Plan	0	0	0	3	1	0	2

Other Groups

	Total in School	% in School
Pupils for whom English is not/ is believed not to be first language	4	3%

Disadvantaged Pupils in receipt of Free School Meals (Targeted and Expanded) and Looked After Children Sept 26

	Total	% Of School Population
Number of pupils currently eligible for free school meals	50	35%
Targeted (qualify for Pupil Premium funding) Expanded	35 15	25% 10%
Number of Looked After Children (LAC)	3	2%
Breakdown of FSM eligible pupils in year groups:		
Reception	2	
Year 1	11	
Year 2	4	
Year 3	8	
Year 4	8	

Year 5	11	
Year 6	6	

Looked After Children

We are aware of the difficulties which may face children who are looked after and we support them in a number of ways, including completing an epep for the pupil with the social worker and member of the Virtual Schools Team. Targets are set to support the pupil and are agreed by all parties.

Other Vulnerable Groups

We refer to counselling for children with emotional difficulties.

Service Children (Including Ever 6 Forces Children)

	Total	**% of School Population**
Number of Service Pupils	13	9%
Breakdown of Service Pupils in year groups:		
Reception	1	
Year 1	3	
Year 2	2	
Year 3	3	
Year 4	0	
Year 5	3	
Year 6	1	

Part 2 General Equality Duties

As detailed in the introduction, the general equality duty has 3 elements to which schools must have due regard. The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

We also need to consult and involve those affected by inequality in the decisions school takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community).

The duty to have 'due regard' to equality considerations means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications. Giving relevant and proportionate consideration to the duty. For schools this means:

- Decision makers in schools must be aware of the duty to have 'due regard' when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.
- Schools should consider equality implications before and at the time that they develop policy and take decisions. The duty has to be integrated into the carrying out of the schools functions.

How do we comply?

	How do we comply?	What next
Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010	• Related policies have been recently updated (for example Behaviour Policy and anti-Bullying Policy) and are renewed on a cycle. • Copies of related policies are available on our website and all staff receive a copy inc the Equality Statement. Race Equality and Child Protection and Safeguarding. • Copies of other related policies such as Pay Policy and Appraisal Policy are given to all staff. They are in line with those agreed by LCC. • The school has adopted the LCC Equality and Diversity in Employment Policy as part of the School Employment Manual. • An Accessibility Plan is in place. • SEND Policy and Information Report is updated yearly and a copy is on our website. • Admission arrangements. Policy is in line with LCC policy. Induction for pupils and staff. • Staff and governors haver regular safeguarding training linked to our 6 Year Safeguarding Training plan. • Complaints policy is on our website and procedures are followed accordingly.	Policies to be reviewed and presented to governors as per review timetable.

	• Non-discriminatory employment practice is adhered to. For example school would not ask health related questions of applicants before a job offer, unless the questions are specifically related to an intrinsic function of the work • Staff have a code of conduct as do pupils. • Teaching targets needs and continuing professional development keeps staff up to date with requirements. • We are a Church of England School. We do not discriminate because of religion or belief in relation to admissions (we do not have a religious criteria in our admissions code if we are oversubscribed). We do not treat a pupil any less favourably if they do not follow the Christian faith. We also will not discriminate by refusing admission to a child because for example their parents were gay. • Excluding the content of the curriculum from the Act ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic. But schools will need to ensure that the way in which issues are taught does not subject individual pupils to discrimination. • We have clear uniform expectations which do not discriminate because of one of the characteristics.	
Advance equality of opportunity between people who share a protected characteristic and people who do not share it.	• School has an up to date anti bullying policy inc homophobic, biphobic and transphobic bullying. • Assessing attainment and progress with regard to ethnic groups to ensure pupils who are falling behind are targeted for support as soon as possible. • Conducting regular pupil and parent surveys. • Providing equal access to all areas of the curriculum. • Providing additional resources and support as and when necessary. • Monitoring the attainment and achievement of all pupils of different pupil groups. • Setting targets to improve the attainment and rates of progress of particular learning groups. • Identifying and addressing barriers to learning and making sure the curriculum offered addresses these barriers. • Identifying and addressing barriers to the participation of different learning groups in activities inc sports participation.	Update policies as necessary. Reporting progress of pupils to Curriculum and Standards sub committee.

	• Both male and female parents and carers are encouraged to be involved in the work of the school. • Studying the major world religions and beliefs as set out in the Lincolnshire Agreed Syllabus for RE.	
Foster good relations between people who share a protected characteristic and people who do not share it.	• Our curriculum and our ethos as a church school fosters tolerance and friendship. • Acts of worship. • Ensuring that all ethnicities are made to feel welcome and included. • Peer mediators where children help and support each other. • Playground leaders at break and lunch time with children leading play activities. • Promoting the Spiritual, Moral, Social and Cultural development in pupils through our curriculum and enrichment activities. • Providing and promoting policies, systems and procedures that promote tolerance and tackle prejudice including promoting British Values. Policies such as Behaviour, anti-Bullying, E Safety, Child Protection and Safeguarding. • Monitoring and ensuring equal access to after school clubs to pupils with SEND if it is deemed beneficial to their well being. • Having a curriculum that supports pupils to understand, respect and value difference and diversity. • Subjects such as RE and PSHE/RSE and Citizenship support our pupils to be accepting of one another. • Ensuring that we challenge racism and stereotyping and this is modelled by staff. • Enabling pupils to develop respect for others and helps to challenge prejudice and values. • Holding acts of Worship in St Michael's Church to celebrate the main Christian festivals and other Christian traditions. • Visiting local places of worship. • Tackling any form of bullying with referrals recorded and monitored. • Community projects inc support from the local community for school projects.	Explore other places of worship. Ensure a variety of visitors are invited into school to support curriculum enrichment.

Part 3 – Our Equality Objectives

1. Improve the attendance of disadvantaged pupils.
   We will monitor attendance closely and contact parents via phone/email/Parent Hub/texting. Providing support and assistance to find why the pupil is not attending and ways school can support improved attendance. If necessary warning letters to be sent home and possibly move to Attendance Panel Meetings. School offer free breakfast club spaces to pupils in receipt of

the Pupil Premium and attendance for those pupils who attend is higher than for other pupils eligible for the Pupil Premium who do not attend.

2. Improve the attendance of SEND pupils.
   We will monitor attendance closely and contact parents via phone/email/Parent Hub/texting. Providing support and assistance to find why the pupil is not attending and ways school can support improved attendance. This involves communication from our SENDCO to parents/carers and discussing attendance at SEN Meetings inc ISP targets. If necessary warning letters to be sent home and possibly move to Attendance Panel Meetings. Support to be provided if necessary to parents / carers.
3. To ensure that our curriculum provides opportunities to comply with the General Equality Duties.
4. To encourage all our pupils and in particular girls to consider non stereotyped career options and to raise expectations.
   This will be achieved through opportunities provided in the curriculum. E.g. job fayres, visitors to come into school to inspire children, curriculum topics.
5. Ensure that disadvantaged pupils have appropriate access to digital technology inc loans of laptops from school.