



# Buttershaw Business & Enterprise College Equality and Diversity Statement



Monitoring of Statement	School Business Manager
Reporting to	Headteacher
Next Review Date:	April 2026

## OUR STATEMENT

The staff and Governors of Buttershaw Business & Enterprise College are committed to ensuring that equality of opportunity is available to all members of the college community. This means that we do not simply treat everybody the same, we also seek to understand the diversity within our college community and tackle any identified barriers, which could lead to unequal outcomes for different groups within college, and we celebrate and value the achievements and strengths of all members of the college community.

We strive to reflect our school values of Ambition, Resilience, Courtesy and Kindness and to ensure that truly 'We All belong at BBEC'.

As part of the BDAT Trust and family of schools, the College believes in and adheres to both the Trust's Equality and Diversity Policy [Equality-Diversity-Policy-Reviewed-July-22.pdf \(bdat-academies.org\)](#) BDAT Recruitment and Selection Policy [Recruitment-and-Selection-Policy-Reviewed-June-2024.pdf](#) and [BDAT-Equality-Statement-and-Objectives-22-26.pdf \(bdat-academies.org\)](#)

With this in mind, the College has also set the same objectives as those set out in the Trust's Policies and they are:

- for employees and governors to understand the College's responsibility surrounding equality and diversity, and to be aware of current legislation
- to promote cultural understanding, awareness and tolerance of different religious beliefs between different ethnic groups within our academy communities
- to actively close gaps in attainment and achievement between students for all groups; especially those eligible for Pupil Premium, those with SEND needs, Looked After Children and those that form minority ethnic groups
- to review the curriculum at all Key Stages to ensure that it represents the diverse culture of society and encourages tolerance and respect
- to monitor the incidence of the use of racist, sexist and homophobic language by students in our college
- to promote mental health awareness and develop appropriate interventions

**The College will have due regard to the need to:**

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010, Race Relations Act 1976 and as amended by the Race Relations (Amendment) Act 2000, Disability Discrimination Act 2005 (DDA) and The Gender Equality Duty 2006
- 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 those do not share it
- understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively
- assess whether we are discriminating unlawfully when carrying out any of our functions
- identify what the key equality issues are for our organisation
- benchmark our performance and processes against those of similar organisations, nationally or locally
- consider taking steps to meet the needs of staff who share relevant protected characteristics
- identify if there are any actions, we can take to avoid discrimination and harassment, advance equality of opportunity or foster good relations
- make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality
- develop equality objectives to meet the specific duties
- have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision making

We will work towards developing an equality profile of staff to help us to understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e., staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:

- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women on maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisal
- grievance (including about harassment)
- disciplinary action (including for harassment)
- dismissals and other reasons for leaving

## **Eliminating discrimination and harassment**

The College will:

- develop and adapt its procedures on anti-bullying to include equality perspectives
- support staff to challenge and address any bullying and harassment that is based on a person's race, gender or ethnicity
- keep a record and report how these incidents are dealt with to the governing body and Trust on a termly basis
- review its approach to race, gender and disability bullying and harassment whenever it reviews its policy on behaviour

## **Involvement of Decision Making**

We aim to engage and consult with our stakeholders (including parents, students, governors, staff and local communities) so we can develop our awareness and review the impact of our policies and equality objectives.

Examples of our engagement and consultation include;

- we have student prefects and a student parliament who are consulted and play a key role in decisions regarding equality and discriminations.
- Promotion of inclusions and diversity is embedded through tutor time and assemblies.
- Student/Parent voice is taken on a range of initiatives and is used to evaluate strategies.
- Open events/parents' evenings
- Recognised trade union consultation instrument
- Parent and community governors

## **Equality and the Law**

There are several statutory duties that must be met by every school in line with legislation from the Disability Equality Duty (2005), Equality Act (2006) and the Equality Act (2010).

### **Public Sector Equality Duty**

Under the Equality Act 2010, it is unlawful to discriminate against a student or prospective student by treating them less favourably based on a 'protected characteristic.'

The protected characteristics are:

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

A person's age is a protected characteristic in relation to employment, and regarding the provision for goods and services. It does not, however, apply to students, and so the academy is free to arrange students in classes based on their age group with materials appropriate to them.

The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA (Local Authority) maintained and Academies. The academy must have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the act.
- Advance equality and opportunity between people who share a prohibited characteristic and people who do not share it.
- Foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.

Having due regard in this context means that when significant decisions are being taken, thought must be given to the equality implications.

### **Race Equality**

The definition of race includes colour, nationality and ethnic or national origins.

### **Disability**

This section should be read in conjunction with the academy's Disability Policy, Special Educational Needs Policy, and Accessibility Plan.

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'. We will take advice as required from professional partners with regard to individual status under the Disability Act.

People with HIV, multiple sclerosis, and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.

Section 18 has been amended so that individuals with a mental illness no longer must demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse impact on their ability to carry out normal day-to-day activities.

The Equality Act 2010 places a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination and harassment of disabled people that is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation in public life by disabled people.

- Taking steps to meet disabled people's needs, by making reasonable adjustments even if this requires more treatment that is favourable.

Under our specific duty, we will:

- prepare and publish equality information and objectives which cover the requirements for a Disability Equality Scheme identifying our disability equality goals and actions to meet them review and revise this Scheme every three years.

## **Gender Equality**

The Gender Equality Duty 2006 places a general and specific duty on schools to eliminate unlawful discrimination and harassment on the grounds of gender and to promote equality of opportunity between female and male students and between women and men and transgender people.

Under our general duty, we will actively seek to:

- eliminate unlawful discrimination and harassment on grounds of sex and gender reassignment
- promote equality between men and women

Under our specific duty, we will:

- prepare and publish equality information and objectives which covers the requirements for a Gender Equality Scheme identifying our gender equality goals and actions to meet them review and revise this Scheme every three years.

## **Sexual Orientation**

The Equality Act 2010 made provision for regulations to be introduced to extend protection against discrimination on grounds of religion or belief to sexual orientation.

The Equality Act (Sexual Orientation) Regulations 2007 came into force on 30 April 2007, and this made discrimination unlawful in goods, facilities, and services on grounds of sexual orientation. For schools this means admissions, benefits and services for students and treatment of students.

The Headteacher is responsible for implementation of this statement and for ensuring that all staff are aware of their responsibilities and are provided with appropriate training and support.

Any queries regarding this statement should be directed to the Business Manager at the College



**AMBITION**



**RESILIENCE**



**COURTESY**



**KINDNESS**