



BARNWOOD C of E PRIMARY SCHOOL

EQUALITY INFORMATION & OBJECTIVES

2023 - 2026



Status <i>(Statutory / Advisory)</i>	Statutory	Review	3 years	Staff Lead(s)	Mrs Matson
Last Review	Autumn 2023			Next Review	Autumn 2026 (or earlier if the law changes)
Chair of Governors	Alan Stanfield				
Headteacher	Julia Matson				

School Vision

Our School Vision for Barnwood is to be a school where we 'Love our neighbour' and work together to be the best that we can be for the good of all. Working with all members of our school community we want to provide our children with the best possible inclusive learning experiences so that they grow into ambitious and responsible citizens. Our Christian vision, and its linked values, are at the heart of our school and rooted in the teachings of Jesus, 'Love your neighbour as yourself.' (Matthew 22, verse 39)

Introduction

Barnwood C of E Primary School is committed to the **Equality Act 2010**. This policy is to ensure that no individual, or group, in our learning community is singled out for different or less favourable treatment from that given to others. The school strives to value diversity, eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the **Equality Act 2010** and **non-statutory guidance** set out by the government.

The new Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

DfE Equality Act 2010

Aims and Principles

At Barnwood C of E Primary, we provide equality in all aspects of school-life. This includes race, gender, disability and faith. We encourage all members of the school community to realise their own responsibilities towards this goal. To this end, we aim to enable each child to acquire attitudes that foster our Christian values of compassion, courage, creativity, faithfulness, forgiveness, hope, humanity, justice, love, peace, thankfulness, trust and truth.

The school is committed to an inclusive ethos based on respect for everyone. We strive to prepare pupils for life in a diverse and ever-changing society through a number of key principles;

All learners are of equal value whether or not they have special educational needs; are disabled; whatever their ethnicity, culture, national origin or national status; whatever their gender or gender identity; whatever their religious or non-religious affiliation or faith background; and whatever their sexual orientation (protected characteristic).

We recognise, respect and value difference and understand that diversity is a strength. We take account of difference and strive to remove the barriers and disadvantages that people may face. We believe that diversity should be celebrated and respected by all those associated with Barnwood C of E Primary School.

We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities that are different from one another. We expect everyone to be treated with dignity and respect. We promote tolerance, friendship and understanding across the diversity of our school, local community and wider world.

We foster a shared sense of cohesion and belonging. We want all members of Barnwood C of E Primary School to feel a sense of belonging within the school and wider community and to feel respected and able to participate fully in the life of the school.

We promote careful and considered use of language that does not transmit or confirm stereotypes; offend or discriminate against any particular group. We will also be mindful to use the correct terminology when referring to particular groups or individuals.

We observe good equalities practice for our staff. We ensure that policies and procedures benefit current and potential employees in all aspects of work, including recruitment, retention and CPD opportunities.

We provide a broad, balanced and well-planned curriculum that actively promotes inclusivity. The curriculum is used to promote equality and educate pupils about difference. All pupils, regardless of need or ability, will be actively involved in an inclusive education that places high value not only on academic achievement but also on values, social skills, creativity and sport.

The curriculum offered at Barnwood C of E Primary School encourages children to develop positive attitudes about themselves as well as towards people who are different from themselves. Equality and diversity is embedded in all areas of the curriculum and pupils are given opportunities to explore their individual rights and responsibilities, to challenge prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender and disability.

We do this by:

- Making children feel valued and good about themselves through the curriculum and the pastoral support we provide.
- Ensuring that children have equal access to learning.
- Recognising the different learning characteristics of children and making adjustments to provision in order to ensure that each child is safe, happy, learning and achieving.
- The quality of teaching and learning is monitored regularly and attention is paid to the management and delivery of inclusivity and diversity.
- Resources are audited regularly in order to avoid the use of stereotypical or derogatory images in books or other visual materials.
- Celebrating a wide range of festivals.
- Creating an environment of mutual respect and tolerance.
- Helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable.

We have the highest expectations for all pupils and their families. We expect all pupils to make good progress and reach their full potential academically, socially and emotionally. We also foster strong partnerships with parents and will, if requested, support them to do the same.

We work hard to raise standards for all pupils, especially those who are the most disadvantaged. We believe that by improving the quality of education for all pupils, we will in turn improve their life chances. Our drive to enhance opportunities for the most disadvantaged groups of pupils will also raise standards for all children across the school.

Roles and Responsibilities

The Governing Body will;

- Ensure that the equality policy and objectives as set out in this statement of intent are published and communicated throughout the school, including staff, pupils and parents.
- They will ensure that this policy is updated at least every three years.
- Delegate responsibility for monitoring the achievement of the objectives, on a daily basis, to the Headteacher.

The Headteacher and SLT will;

- Raise awareness of the statutory duties of all staff, governors, parents and pupils in meeting the Equalities Act 2010.
- Refer to 'Implementing the DDA in School' (DDA – Discrimination and Disability Act) which is a Code of Practice published by the Disability Rights Commission.
- Promote knowledge and understanding of the equality objectives amongst staff, pupils and parents.
- Hold assemblies that address relevant issues. We will encourage children to take a lead on these assemblies and will invite external speakers in to contribute.
- Monitor success in achieving the objectives and report back to Governors (this can be delegated to the designated staff member for equality).
- Encourage disclosure of any inequality in the school.

The Designated Equality and Inclusion Lead will;

- Support the Headteacher in promoting knowledge and understanding of the equality objectives amongst all stakeholders.
- Support the Headteacher in identifying any staff training needs and deliver and/or facilitate training as necessary.
- Make links with people and groups who have specialist knowledge about particular characteristics, which can help inform our approach both in policy and practice.

The School will;

- Promote equality of opportunity and entitlement between disabled and non-disabled people by ensuring that reasonable adjustments are made, where necessary.
- Eliminate discrimination and harassment on the grounds of disability, economic disadvantage, sex, race or ethnicity, sexual orientation and religious beliefs or grounds.
- Promote positive attitudes towards difference.
- Encourage participation of parents who have additional needs or disabilities.
- Take steps to ensure the school environment meets the needs of all people who use it. This includes making adjustments for anyone with a disability, including, but not restricted to, wheelchair users and those who are blind and/or deaf.
- Work with our local community to recognise and promote the diversity in which we flourish.
- Take in to account the preferred means of communication for those with whom they are consulting.
- Ensure that the views of all stakeholders are heard including that of the child.

Definition of Disability

The DDA defines a disabled person as someone who has:

‘A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;

- mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial'
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to day activity is substantial and long term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Provision for Bilingual Pupils

At Barnwood C of E Primary School, we will endeavour to make reasonable adjustments to provision, should the need arise, for all bilingual groups or individuals to ensure that they have equal access to the curriculum. These groups / individuals may include;

- Traveller children
- Those from refugee families
- Pupils whose home language is not a standard form of English
- Pupils for whom English is an additional language

While there is a need for pupils to communicate using standard English, we believe that their home language should be celebrated and respected.

Equality Considerations in Decision-Making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

Harrassment and Bullying

Barnwood C of E Primary promotes good relations between people of different racial groups. However, should such harmony be breached, the Head Teacher will record and report allegations of racial incidents which occur on the school premises in accordance with LA procedures. There will be a thorough investigation and the County's

approved procedure will be followed. The School will review action taken to deal with incidents and will establish a support mechanism for victims and perpetrators alike. The Head Teacher will report to Governors at the next meeting following any incident.

It is also the duty of this school to challenge all types of discriminatory behaviour e.g.

Unwanted attention (verbal or physical)

Unwelcome or offensive remarks or suggestions about another person's appearance or character e.g. race, religion, disability or life choices

The school has a clear, agreed procedure for dealing with incidents such as these (please also refer to the School's Behaviour policy and to Gloucestershire's document on Racial Harassment in Education – Good Practice Guide for Schools).

Information Gathering

The collection of information is crucial to supporting Barnwood C of E Primary School in making decisions about what actions would best improve opportunities and outcomes for pupils, staff and parents. The information will also subsequently help us to review our performance.

Information will be detailed enough to enable us to measure the delivery on equality duties relating to disability, race and gender; to assess the impact of the changes made and to help the school identify which of our priorities have been achieved.

Information to be gathered

- Recruitment, development and retention of disabled employees, women and men from different racial backgrounds.
- Educational opportunities available to and achievement of disabled, female and male pupils and pupils from different racial backgrounds.
- Identification of disabled pupils, parents, carers, staff and other users of the school to develop the Action Plan (All efforts to be made to collect information)
- Activity choices of both genders
- Bullying and harassment on the grounds of gender, disability and race.

Impact Assessments

Impact assessments refer to the review of all current and proposed policies and practices in order to help the school act to ensure no gender, racial group or disabled person is disadvantaged by school activities and to promote race, disability and gender equality. Impact assessments are an on-going process to ensure that our policies and practices develop, evolve and are incorporated into the school's planned review and revision of every policy.

Every new policy or procedure will be drawn up with regard to our duties to promote race, disability and gender equality and to eliminate discrimination and harassment within the school community.

Implementation

The policy will be supported by individual action plans relating to disability, gender and race equality.

The main documents that will inform the development of this policy are:

- Implementing the Disability Discrimination Act in schools and early years settings, DFES
- Promoting Disability Equality in Schools, DfES Guidance
- The Gender Equality Duty and Schools, Equal Opportunities Commission guidance.

KEY LEGISLATION

Equality strand legislation

Age Employment Equality (AGE) Regulations 2006

Disability Discrimination Act 1995, as amended

Special Educational Needs and Disability Act 2001
 Disability Discrimination Act 2005
 Gender (sex) Sex Discrimination Act 1975, as amended Equality Act 2006
 Gender (reassignment) Sex Discrimination (Gender Reassignment) Regulations 1999
 Race Relations Act 1976, as amended
 Race Relations (Amendment) Act 2000
 Religion or belief Employment Equality (Religion or Belief) Regulations 2003, as amended
 Equality Act 2006
 Sexual orientation Employment Equality (Sexual Orientation) Regulations 2003, as amended

Safeguarding

Barnwood C of E Primary School fully recognises its responsibilities for Safeguarding Children.

Equality Objectives 2023 – 2025

	Objective
1.	To monitor, through pupil outcomes and in-year assessment data , how the school minimises the impact of Covid-19 , and the disruption to the education of all children, including those with additional vulnerabilities , by providing on-going catch-up .
2.	To monitor the progress and attainment of lowest 20% of pupils, identifying and addressing gaps and acting upon them.
3.	To monitor levels of parental and pupil engagement in learning, and school life , by tracking attendance at parent sessions offered and pupil participation in clubs and after school activities. Where there are barriers, monitor how these are being addressed for the equity of all.
4.	To monitor the number of, and attendance at, workshops delivered by school, designed to empower parents with a toolkit of practical advice and support, offered by in-school experts and/or specialists from outside agencies.

Breaches of this Policy

Any member of staff who has breached this policy or is found to have committed an unlawful act to it will be subject to disciplinary action.