



Equality Information and Objectives Statement

Approved by Governing Body on: 29th January 2020

Review Date: Spring Term 2024

BARLEY LANE PRIMARY SCHOOL
EQUALITY INFORMATION AND OBJECTIVES STATEMENT

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1. School Policy Statement on Equality and Community Cohesion

Our school is committed to equality both as an employer and a service provider:

- We aim to ensure that everyone is treated fairly and with respect
- We aim to ensure sure that our school is a safe, secure and stimulating place for everyone
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same
- We recognise that for some pupils extra support is needed to help them to achieve and be successful
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our School Council
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We welcome the emphasis in the Ofsted inspection framework on the importance of narrowing gaps in achievement which affect, amongst others:

- pupils from certain cultural and ethnic backgrounds
- pupils who belong to low-income households and pupils known to be eligible for free school meals
- pupils who are disabled
- pupils who have special educational needs
- boys and girls in certain subjects.

2. Legislation and Guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the public sector equality duty and protects people from discrimination
- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

The Equality Act 2010, which came into force on 1 October 2010, replaces the existing anti-discrimination laws with a single Act, this policy therefore brings together our previous policies on Equal Opportunities, Race, Disability and Gender and now protects children, staff and parent/carers from discrimination, harassment and victimisation based on all Protected Characteristics (race, disability, sex, religion or belief, sexual orientation, marriage and civil partnerships, pregnancy and maternity and gender reassignment).

This policy is guided by the principles and steer from

- Equalities Act 2010
- Human Rights Act 1988
- Keeping Children Safe in Education
- Counter Terrorism Act 2015 (PREVENT duty)
- Education Act 2002

NB: Age is now also a protected characteristic but does not apply to children in school. It does, however, still apply to staff and parent / carers.

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.

3. The School Context

Barley Lane Primary School is a much larger than average primary school with over 800 pupils, serving a culturally diverse community. 87% of our pupils are from ethnic minority backgrounds and speak English as an additional language. The main minority ethnic groups are Indian, Pakistani, Bangladeshi and Black African. We view this as strength and seek to ensure this is reflected and incorporated into our curriculum.

3.1 Our Main Equality Challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and interventions to tackle some of these concerns. For some of these issues we have also set and published **equality objectives**. Details of these are in Part 6 of this document.

- Provision for pupils for whom English is an additional language
- Creating a climate of understanding and acceptance by all pupils of those with differences – special educational needs, emotional needs, range of backgrounds and family circumstances
- Achievement for disadvantaged pupils from low income families
- Training for staff and governors on Equality and Diversity.

4. Responsibilities

The governing body will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The equality link governor is Hannah Hylton. They will:

- Meet with the designated member of staff for equality twice per year, and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

The designated member of staff for equality is Victoria Ballantyne. They will:

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- Meet with the equality link governor twice per year to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All staff are responsible for:

- Having regard to this document and working to achieve the objectives set within it.
- Dealing with incidents of discrimination and knowing how to identify and challenge bias and stereotyping
- Not discriminating on grounds of race, disability, or other areas
- Keeping up to date with equalities legislation by attending training events organised by the school or Local Authority or recognised training provider

5. Eliminating Discrimination

The information provided here aims to show that we give careful consideration to equality issues in everything that we do. Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage
- We aim to provide training for our governors on the Equality Act 2010. When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees
- We have a school behaviour policy that treats all children fairly and takes into account their many differences, including culture, ethnicity and ability
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken. We provide training to all staff in relation to dealing with bullying and harassment incidents
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs
- We have an accessibility plan that supports all members of our school community to reach their potential through full access to all areas of school life
- Our admission arrangements are those set out by the LA, giving priority to pupils with special educational needs and those in care
- Our complaints procedure sets out how we deal with any complaints relating to the school
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices
- We have procedures for addressing staff discipline, conduct and grievances
- We have a staff code of conduct that states clearly that discrimination or prejudice of any kind will not be tolerated.

6. Advancing Equality of Opportunity

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

6.1 Disability

We are committed to working for the equality of people with and without disabilities.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- There are no significant inequalities, including those in relation to attainment and access to learning and facilities
- The relationships between disabled pupils and others is very good.

How we advance equality of opportunity:

- We support disabled learners and staff by meeting their individual needs

- We make reasonable adjustments to ensure that disabled pupils are not put at a disadvantage compared to other pupils
- We involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues affecting them
- We carry out accessibility planning for disabled pupils that increases the extent to which they can participate in the curriculum, improves the physical environment of the school and increases the availability of accessible information to disabled pupils
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity
- We enable all pupils to learn about the experiences of disabled people and the discriminatory attitudes they often experience
- We promote the understanding of difference and of disability and special educational needs through circle times, PSHE and assemblies
- We tackle prejudice and any incidents of bullying based on disability
- We have no recorded instances of bullying or prejudice based on special educational needs or disability
- Pupils treat each other with understanding, care and consideration, taking due account of each individual's differences
- We annually review our disability & accessibility action plan to ensure that all physical barriers to learning are removed
- We are committed to working for the equality of people with and without disabilities.

6.2 Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils):

- There are no significant inequalities from different ethnic groups
- Performance is measured against national and local benchmarks, some ethnic groups may underperform where this is highlighted practice within school is reviewed to address any needs
- We involve and consult pupils, families and communities from different ethnic and cultural backgrounds on issues that might affect pupil achievement or wellbeing.

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupils by ethnicity
- We set targets to improve the attainment and progression rates of particular groups of pupils where necessary
- We identify and address barriers to the participation of particular groups in learning and other activities
- We develop particular initiatives to tackle the motivation and engagement in learning of particular groups as required
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups
- We link with groups, organisations and projects in the local community
- We are developing a curriculum that supports all pupils to understand, respect and value difference and diversity
- We provide all pupils with opportunities to learn about the experiences and achievements of different communities and cultures
- We ensure that the curriculum challenges racism and stereotypes
- We take part in events such as Black History Month and Refugee Week
- The curriculum is supported by resources that reflect the diverse communities of modern Britain
- The school is quick to deal with any incidents of bullying or harassment on the basis of race, ethnicity and culture, involving parents and keeping a record in order to inform the LA and

governing body

- We have no major incidents of bullying or harassment on the basis of race, ethnicity or culture
- Review our procedures for newly arrived learners – including a welcome pack and initial assessment.

6.3 Gender

We are committed to working for the equality of women and men.

Summary information (including performance against national and local benchmarks, data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- The most recent data (July 2019) shows that there are no significant inequalities, including gaps in attainment between boys and girls
- Performance against national and local benchmarks is at or above average for both boys and girls
- We consult boys and girls on issues that might affect their achievement and well-being.
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How we advance equality of opportunity:

- We monitor the attainment of all our pupils by gender
- Neither boys nor girls are treated as homogeneous groups
- We set targets to improve the attainment and rates of progress of particular groups of boys and girls
- We are identifying and addressing barriers to the participation of boys and girls in activities
- Both male and female parents and carers are encouraged to be involved in the work of the school and contribute to their children's learning and progress, for example parents are invited to come and talk about their work as part of the curriculum
- We ensure that young people have access to information about different sector workplaces and occupations to challenge outdated images and ideas about careers and employment
- The school promotes the spiritual, moral, social and cultural development of all pupils through assemblies, PSHE lessons and the general curriculum
- We ensure we respond to any sexist bullying or sexual harassment in line with the school policies
- We encourage pupils to develop an understanding of the experiences of different genders in society and challenge sexism and negative stereotypes
- Ensuring the inclusion of positive, non stereotypical images of women and men, girls and boys across the curriculum.
- There are no significant gaps in attainment or inequalities between girls and boys at the school
- We will continue to be committed to equality of opportunity for men and women, boys and girls.

6.4 Gender identity or reassignment

We are committed to ensuring that pupils and staff who are proposing to undergo, are undergoing or have undergone a process to reassign their sex, are protected from discrimination and harassment.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- It is rare for pupils - particularly very young pupils - to want to undergo a gender reassignment. When a pupil does so a number of issues arise that will need to be sensitively handled. This will involve working with parents, families and outside agencies.
- Any pupil or staff member who have or are going through gender reassignment, with or without medical treatment, will be fully supported by the school, ensuring they are treated fairly and equally by staff, students and the local community.
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6.5 Pregnancy and maternity

We understand that pupils who are pregnant or who have recently had a baby can experience discrimination, and barriers to accessing or continuing their education.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- Not applicable – but we will deal with this sensitively if or when it arises.

6.6: Religion and Belief

We are committed to working for equality for people based on their religion, belief and non- belief.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils)

- We have a wide diversity of faith backgrounds in the school, including Christian, Hindu and Muslim, with this group being the highest
- The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice
- We have no issues in relation to the needs of groups of pupils with particular faith backgrounds
- There are good relations between pupils who share a religious faith and others
- We aim to involve and consult pupils, families and others from different faith communities in developing policies and the curriculum.

How we advance equality of opportunity:

- We tackle any barriers that might prevent pupils with particular beliefs from taking a full part in school life
- We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- Through assemblies, PSHE lessons and the SEAL programme the school actively promotes the spiritual, moral, social and cultural development of all pupils
- Our curriculum, including RE, supports pupils to be accepting of one another's lifestyles and beliefs, as well as exploring shared values
- The RE curriculum enables pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice and discrimination
- There are daily assemblies that give opportunities to celebrate a variety of faiths and beliefs
- Children have the opportunity to visit local places of worship representing a variety of faith communities
- If they arose we would tackle prejudices relating to racism and xenophobia, including those that are directed towards religious groups and communities, such as anti-Semitism and Islamophobia
- We have good relations between all religious groups and a strong feeling of community cohesion
- We aim to continue our spiritual, moral, social and cultural development policies and to promote equality based on religion belief and non-belief.

6.7 Sexual Orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

Summary information (including data on gaps in attainment, inequalities that need to be addressed and relations between different groups of pupils).

- We have no significant inequalities or other concerns
- We teach the children about prejudice-related bullying and the use of inappropriate language

through assemblies and PSHE lessons

- Our school ethos includes celebrating difference and diversity as a way of developing tolerance understanding and respect for one another.

How we advance equality of opportunity:

- Diversity and inclusion are threaded through the curriculum. Books and resources include images of a range of different kinds of families
- We are considering how to appropriately integrate sexual orientation into the curriculum in a positive and constructive way, which enables both heterosexual and gay pupils to understand and respect difference and diversity
- We would ensure that gay, lesbian and bisexual staff feel comfortable, and are supported to be open about their sexual orientation
- The school promotes the spiritual, moral, social and cultural development of all pupils through all aspects of the curriculum and school life
- We support pupils to develop the skills to be confident learners and accepting of one another's lifestyles and beliefs, through the PSHE curriculum and programmes such as SEAL
- We use opportunities in circle time to talk about difference and different families to ensure all children, including those with gay and lesbian parents, feel included and know it's alright to be different
- All staff, including lunchtime supervisors and teaching assistants, will be trained in how to deal with homophobic language and how to work positively with different families
- We work with positive role models to help reduce bullying, provide support and make young people feel confident and comfortable
- We are committed to providing a safe environment for all pupils
- We aim to tackle any discrimination faced by pupils and staff who are lesbian, gay or bisexual.

7. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues and themes. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council, advocates and young leader groups have representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures

8: Consultation and Engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main priorities for the future are to develop consultation and engagement through:

- inviting parents and carers discuss issues of equality at our parent forum and engaging pupils, staff, families and the community about equality issues
- SLT and Governors to be involved in drawing up equality objectives
- School council involvement and pupil voice.

9: Our Equality Objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

Provide training for all staff and governors on equality and diversity

Progress we are making on this objective:

Through the INSET timetable there are opportunities as they arise to provide training on equality and diversity. This will take place through the areas of safeguarding, anti-bullying and EAL. Governors attend Local Authority training as and when available.

Equality objective 2:

Improve provision for pupils for whom English is an additional language, particularly new arrivals at the early stage of English acquisition

Progress we are making on this objective:

New arrivals to the school have an induction meeting with the Admissions & Attendance Officer and are provided with the school's welcome pack. In class, teachers will buddy new children with a child/children in the class. The school has an experienced instructor who speaks a variety of languages and will make assessments on their EAL needs to identify appropriate support or interventions.

Equality objective 3:

Monitor the achievement of pupils from low income and disadvantaged families (FSM)

Progress we are making on this objective:

During progress meetings with senior leaders and class teachers, the progress of children from low and disadvantage families is discussed as a school priority. Progress is monitored to ensure that they are working at least at age related expectations to ensure the gap is narrowed *in* comparison to other pupils. Support and interventions are set up to help the progress of all pupils receiving this funding regardless of level.

Equality objective 4:

Promote understanding and respect for differences

Progress we are making on this objective:

The school ethos and curriculum promotes respect for the differences of the school community. Issues are covered through lessons, assemblies and staff training. The school encourages the promotion of British Values as well as valuing the cultural and religious identities of the school