



Equality Policy and Objectives

Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010 (the act covers the following protected characteristics: sex, race, ethnicity, disability, religion and belief, sexual orientation, sexual identity and orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity and age)
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

In addition, the school will:

- ensure due regard to the need to eliminate unlawful discrimination, harassment and victimisation
- foster good relations through tackling prejudice and promoting understanding
- assess the impact of school policies on pupils, staff and parents of different groups, including, in particular, the perceived impact on the attainment standards of these pupils
- monitor the operation of all the school's policies including, in particular, their perceived impact on the attainment standards of pupils from different groups
- take reasonable steps to make available the results of its monitoring.

We have a vision of an integrated society that recognises and celebrates strength in its diversity. To make this vision reality, we constantly strive to:

- protect everyone from discrimination
- improve life chances for all
- teach tolerance
- build community cohesion.

This ambition is not borne from political correctness. It is part of our goal to build a completely civilised society, where we can all achieve our potential, free from prejudice.

Community Cohesion (2006)

By community cohesion, we mean working towards a society in which

- there is a common vision and sense of belonging by all communities
- the diversity of people's backgrounds, circumstances and viewpoints are appreciated and valued
- similar life opportunities are available to all

- strong and positive relationships exist and continue to be developed.

We recognise and welcome the legal duties contained in the Single Equality Act 2010, which harmonises and replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004 and Sex Discrimination Act 1975.

Our school aims are set out below:

The school strives to:

- treat all children fairly, care for them and ensure their safety
- ensure that all children are well taught so that they achieve the best possible academic results
- help all children to develop a sense of personal responsibility and an awareness of the importance of being considerate and caring towards others through all that we do including the personal development curriculum
- provide an educational service that meets the individual needs of all children within the school community
- keep parents regularly informed about their child's progress and about all aspects of school life
- be welcoming at all times and offer parents the opportunity to become involved in the daily life of the school
- promote physical fitness and an awareness of the importance of personal hygiene, exercise and diet
- develop in each child an understanding, appreciation and respect for different religions, beliefs and moral values through the development of tolerance and mutual understanding we seek to prepare children to live in a multi-cultural society
- provide children with a broad and varied educational experience which incorporates the National Curriculum and fully embraces physical education, the arts and music

In particular, we:

- celebrate the diverse nature of our school
- are committed to ensuring equality in all areas of our work
- are determined to tackle discrimination in all its forms.

We recognise:

- the inclusive nature of the revised National Curriculum 2014 and the opportunities Personal, Social, Citizenship and Health Education (PSCHE) present for encouraging 'respect for diversity'
- the importance of celebrating festivals from diverse faiths
- that minority ethnic groups include Gypsy Travellers, Refugees and Asylum-seekers and less visible minority groups (for example, Eastern Europeans)
- the important contribution immigrants and their descendants have made to Britain
- the importance of community cohesion and global citizenship
- the importance of strong home/school and wider community links

Legislation and guidance

This document meets the requirements, based upon 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 based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

Roles and responsibilities

The governing board 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 annually
- delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher

The governors of the Teaching, Learning and Inclusion committee monitor equality. They will:

- meet with the Headteacher and other relevant staff members every term, 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 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 Deputy Headteacher will:

- support the Headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils
- support the Headteacher in identifying any staff training needs, and deliver training as necessary
- ensure that all school staff have read this document and work to achieve the objectives set out

Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting, it is recorded in the meeting minutes.

All new staff receive will read this policy as part of their induction

The Headteacher and Deputy Headteacher regularly monitor equality issues as part of the SEND and inclusion review.

In September 2020, a new post in school was created for a class teacher to lead on Pupil Voice in Key Stage 2 and to promote and celebrate diversity within the school. This role has been designed so that the aims of this policy are further strengthened.

Monitoring by ethnicity

We recognise monitoring as essential to ensure that groups are not disadvantaged. Pupil progress meetings with class teachers identify the progress of ethnic (as well as gender and term born groups).

We will monitor:

- admissions
- attainment
- attendance
- punctuality
- racist incidents and actions taken - there is a termly return to the borough
- SEND Register
- after school clubs
- the number of pupils participating in extended school holiday 'camps'
- the selection and recruitment of staff
- governing body representation and retention
- parents attending consultation meetings
- parents' involvement in the life of the school (representation on PTFA, attendance at parents' evenings, volunteering in the classroom or for school trips, school productions support, attendance at house events, such as Sports Day)

The Headteacher regularly analyses pupil performance data according to groupings of children. Clear points for action are discussed with all staff, should there be evidence of pupils from any group performing less well than other groups or the year group average

Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- taking steps to meet the particular needs of people who have a particular characteristic
- encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school clubs)

In fulfilling this aspect of the duty, the school will:

- analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- identify improvements for specific groups
- publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

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, citizenship and personal development education and activities in other curriculum areas.
- Holding assemblies dealing with relevant issues - celebrating Black History Month, International Women's Month and challenging stereotypes. Pupils will be encouraged to take a lead in such assemblies and we will 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 to a range of places for worship
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school: for example, our School Council, food focus groups and Junior Safety Officers include representatives from different year groups and are formed of a boy and girl from the relevant classes, from a range of backgrounds. All pupils are encouraged to participate in the school's activities and extended provision opportunities. All pupils in KS2 participate in competitive sporting opportunities.
- We have developed our links with people and groups who have specialist knowledge about particular characteristics to help inform and develop our approach (for example transgender workshops in UKS2) and SEND experts to work with staff.

Equality considerations in decision-making

The school ensures it gives 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

Monitoring arrangements

The deputy headteacher will update the equality information we publish, annually.

This document will be reviewed and approved by the full governing body at least every two years.

Links with other policies

This policy underpins all our other policies, statements and how we operate at Barnes Primary School.

Last reviewed: February 2021 by Jade Huxley

Next review: February 2022 by Full Governing Body

Equality objectives

The below objectives were carried over from the previous year, due to the impact on a typical school year caused by the pandemic. This limited many of our cultural capital opportunities, even when the school was open based on Government guidelines. We would like to focus on these objectives for another year so that they are fully achieved.

Objective:	Why we have chosen this objective:	To achieve this objective we plan to:	Progress:
To increase attendance of all children to 97%.	We want all children to derive the maximum benefit from the educational provision we offer. We are committed to ensuring that every child receives their entitlement to schooling 5 days a week. We know, from our analysis of pupil performance data over a sustained period, that there is a consistent correlation between poor attendance and lower than average attainment.	<ul style="list-style-type: none"> • Classteachers to discuss attendance daily with children when taking registers. • High attendance of classes to be celebrated in weekly assemblies, led by the Headteacher. • Attendance and punctuality monitored weekly by the administration teams. • The headteacher to work closely with parents of identified children to improve attendance rates. • Parents to be given attendance figures at each termly parent consultation meeting. • Every time a child is not in attendance contact with the parent to be made • All requests for leave to be made to the Headteacher. • During remote learning, class teachers to monitor attendance. A whole school tracking system to be set up where the SLT make calls to families to support them to improve attendance. • The school to support families with technology to ensure attendance rates in live lessons and on Teams is high. 	
To ensure that all children participate in one before/during or after school club and all KS2 children complete in at least one competitive sport opportunity.	We want to ensure that we are offering an exceptional extended curriculum for all pupils.	<ul style="list-style-type: none"> • To continue to offer a high number of extended school clubs to all pupils. • To ensure that pupils who require financial support to do this will receive an assisted place. • The senior leadership team to 	

		monitor club participation and the quality of clubs throughout the school year.	
To ensure that all PPG children are given the opportunity to (begin to) learn a music instrument in Y6 or participate in a musical performance as part of the extended curriculum.	Studies have shown that learning to play a musical instrument can make a difference to a child's academic performance.	<ul style="list-style-type: none"> The deputy headteacher and music teacher to meet at the start of each year to monitor this and decide upon children that will require financial support. 	
To ensure that reasonable adjustments are made for any staff member or pupil with disabilities to better meet their needs and ensure that any disadvantages they experience are addressed.	We want all members of the school community to enjoy the same opportunities	<ul style="list-style-type: none"> The Headteacher and Business Manager will meet at the end of each academic year with the relevant staff, to review adjustments currently in place and whether changes are required. The Headteacher and SENDCo will review the outcome of all SEND review meetings termly to ensure that all required adjustments are made. 	