



Barham Primary School  
Equal Opportunities and Inclusion Policy  
Reviewed and updated October 2017



***“STRIVING FOR EXCELLENCE”***

**Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

The protected characteristics are:

Age (although not part of the provisions relating to students)

Disability

Sex (including transgender)

Gender reassignment

Race

Religion or belief

Sexual orientation

Pregnancy and maternity

Marriage and Civil Partnership (although not part of the provisions relating to students.)

Our Equality policy is intended to bring together all previous policies around equality issues, including race, gender and disability. It includes all of the protected characteristics covered under the Equality Act 2010 as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community. We are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments.

**Aims**

The Equality Act 2010 has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other prohibited by the act, by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the protected characteristics under the act. In compiling this equality information, we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.
- Analysed our effectiveness in terms of equality.

The public sector equality duty requires that equality considerations are integrated into all the functions and policies of the school, and all staff and governors need to understand the requirements and implications, and share responsibility for the implementation.

In order to meet our general duties, schools are required to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information- to demonstrate compliance with the general duty across the functions. We will not publish any information that can specifically identify any child.

- Prepare and publish equality objectives- to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives.

## **Our Philosophy**

Barham strives for excellence and achievement in all areas of school life. We welcome and value the rich cultural diversity of the community we serve and aim to ensure that the experience of the school reflects this positively. This extends to staff, pupils, parents, governors and visitors. We assist in enabling children to recognise, challenge and deal with inequalities in society and by their attitudes show respect for others. We contribute to their preparation for the opportunities, responsibilities and experiences of adult life. We believe that people are of equal value and within the school should have equal opportunities. Equal opportunities is not about treating everybody the same, people are individuals and therefore different. Equal opportunities is about recognising different needs and contributions, meeting these needs and appreciating these contributions.

## **Addressing prejudice related incidents**

Barham is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the local authority using their guidance materials. The local authority may provide some support.

## **Review**

We have reviewed, and will continue to review, a range of monitoring information, current school policies and procedures, and information based on curriculum and organised activities, to highlight any obvious issues for pupils and staff in relation to the protected characteristics. Evidence from engagement with groups who share a protected characteristic has also been reviewed. The monitoring information includes:

- Achievement data – school data analysis (Raise online, Dashboard, SALSA)
- Attendance data – raise online, school data analysis and comparisons
- Exclusion records – raise online, school data analysis and comparisons
- Records of prejudice related incidents
- Representation of rewards and sanctions
- Participation in out of school activities

The evidence from current work and engagement includes the following:

- Current policies to support good equalities practice for staff and students (including existing equality policies, safeguarding policy, anti-bullying, SEND policy, recruitment etc.)
- Provision and interventions based on school data analysis (eg behaviour and achievement data re ethnicity and gender, SEND/PP achievement data)
- Accessibility plan
- Targeted personalised planning and learning for individual students to accommodate needs
- Activities and discussions with students during PSHCE, RE lessons, assemblies and other elements within the curriculum that promotes friendship and understanding about cultures and lifestyles.
- SMSC
- Community cohesion policy
- Risk assessments and consequent relevant adjustments and accommodations
- Monitoring of welfare, with intervention and support where required (for students and staff)
- Multi-agency working practice, including the use of the Common Assessment Framework
- A collaborative approach to meeting the ‘prevent’ agenda
- Taking steps to meet the individual needs of students or staff that have a particular characteristic
- Rigorous audited safeguarding procedures
- Recruitment procedures (staff only)
- School council
- Student/ parental/ staff surveys

- Developing information links with local secondary schools
- Developing communication links with representatives from different communities
- Fundraising activities and support for charities which highlight problems of others from disabilities and differences
- Encouragement to all to join in after-school clubs and activities, and school trips, making necessary accommodations where appropriate
- More staff in school with ethnic community links/ languages
- Developing links with schools in disadvantaged worlds across the world
- External support for SEND pupils.

## Roles and responsibilities

We expect all members of our school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We provide training, guidance and information to enable them to do this.

The school's wider leadership team accept and welcome their responsibility to have due regard in decision-making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time they develop policy and take decisions.

School community	Responsibility
Governing body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these.
Headteacher	As above including:  Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.  Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior leadership team	To support the headteacher as above.  Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.  Design an inclusive curriculum.
Teaching staff	Help in delivering the right outcomes for pupils.  Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.  Deliver an inclusive curriculum.  Ensure that you are aware of your responsibility to record and report prejudice related incidents.
Support staff	Support the school and the governing body in delivering a fair and equitable service to all stakeholders.  Uphold the commitment made by the headteacher on how pupils and parents/carers can be expected to be treated.  Support colleagues within the school community.  Ensure that you are aware of your responsibility to record and report prejudice related incidents.

Parents	<p>Take an active part in identifying barriers for the school's community and informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p>

### Accessibility plan

The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan (see separate document) aimed at:

- (a) Increasing the extent to which disabled pupils can participate in the curriculum
- (b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) Improving the availability of accessible information to disabled pupils

### Objectives

We have scrutinised the information we have to identify any barriers to accessing educational provision and achieving success by those students with protected characteristics and used our findings to identify our pupil equality objectives which reflect our commitment to ensuring that all of our students are supported and encouraged to access educational provision that meets their needs and promotes all aspects of their achievement, safety and well-being. Like-wise we continue to evaluate the diversity of our staff in relation to protected characteristics to ensure that we meet the needs of our staff and reflect the commitment of the school to provide equality of opportunity for all staff in the workplace and to ensure that we promote their safety and well-being.

While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives for the period of 2017-2019:

<b>Our Equality Objectives October 2017</b>	
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.	
<b>Objective 1:</b>	<b>The equality objectives will be monitored:</b>

<p>To further reduce the progress gap between disadvantaged children entitled to the Pupil Premium in the school and those not experiencing such barriers to learning. The overall aim is for all children to achieve at least 6 steps progress in Literacy and Mathematics.</p>	<p>Half termly data analysis and tracking of all children, including disadvantaged children.          Analysis of venn diagrams – AHTs to monitor all data.          Provision maps to be updated regularly to ensure all disadvantaged children are receiving the right support and making expected progress.          Classroom observations.          Pupil voice questionnaires.          Review of standards.          Review and evaluation of the SDP.</p>
<p><b>Objective 2:</b></p>	
<p>All Special educational needs and disabilities children make accelerated progress in reading, writing and maths.</p>	<p>Monitor personalised planning and provision regularly.          Monitor the impact of outside and in house SEND training for impact half termly.          Monitor provision maps for reading, writing and maths.          Classroom observations.          Pupil voice questionnaires.          ECM meetings, PM, data analysis, provision analysis.          Review of standards.          Review and evaluation of the SDP.</p>
<p><b>Objective 3:</b></p>	
<p>To further develop higher order Communication and Language skills throughout the curriculum. (SDP 2)</p>	<p>A school culture which promotes high levels of Standard English using correct grammar and ambitious/technical vocabulary.          Planning across the curriculum to show speaking and listening opportunities being created through a range of strategies such as: gamification, teaching debate skills, show and tell, role-play, talk for writing, performance poetry, peer teaching etc).          Monitoring of teachers and support staff demonstrating modelling and explaining ambitious and technical vocabulary.          Children’s verbal responses will be challenged and corrected by adults working within the setting, in order to achieve a higher level of communication and grammar skills.          To adapt pupil voice questions to allow the responses to be more open-ended, which will enable a more robust assessment of speaking and listening.          Staff training to be provided on strategies on effective speaking and listening strategies to be used in the classroom.          *To consider setting up a debate society amongst Key Stage 2 to promote and enthuse children about high quality speaking and listening skills.</p>

### Reporting on progress and impact

A report on the progress of the above objectives will be published on an annual basis.

### Policy review

Written by: TM

Link governor: EW

Scrutinised and ratified by the governing body

Date of review:

Next review: