



Barham Primary School

Equal Opportunities and Inclusion Policy

Safe, Happy, Learning

At Barham Primary School we have the right to:

Article 19: Be Safe

Articles 28 and 29: Education

Policy summarised by	Tina Murray
Link Governor	Elaine Webb
Date	September 2020
To be reviewed	September 2021

.....striving for excellence

Barham Primary School
Equal Opportunities and Inclusion Policy
Reviewed and updated September 2020

“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. Our 2020 policy and updated Equality objectives are in line with the Mayor of London, Sadiq Khan's 4 priorities for 2020-2021.

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.

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.](#)

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.

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.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

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, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- 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 societies)

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

- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- 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, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. 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 has 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
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

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

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 (ASP, Dashboard, SALSA)
- Attendance data –ASP, school data analysis and comparisons
- Exclusion records –ASP, 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 (e.g. 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.
Learning 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.

	<p>Support colleagues within the school community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
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 2018-2019:

BARHAM PRIMARY SCHOOL - EQUALITY OBJECTIVES

Our Equality Objectives September 2020	
<p>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.</p>	
Objective 1:	The equality objectives will be monitored:
<p>To enhance our inclusive, caring and supportive community by positively promoting good health and wellbeing (social, physical and mental) post Covid-19, for all children, staff and families. (Strategic Priority 3)</p>	<p>Health and wellbeing is a core priority at Barham Primary School.</p> <p>Senior leaders and all staff encourage a consistent, positive approach to all staff health and wellbeing.</p> <p>There is a clear link between employees' health and wellbeing and improved performance.</p> <p>All leaders at Barham Primary School, including Senior leaders and Governors, are committed to the health and wellbeing of staff and children and act as good role models.</p> <p>Health and wellbeing policies are included in any induction, training and development programmes for new staff.</p> <p>'Education Support' is seen as valuable mental health resources to staff.</p> <p>Barham is a supportive environment that enables employees to be proactive when and if possible to protect and enhance their own health and wellbeing.</p> <p>There will be an increased awareness and understanding of how to promote wellbeing at work for staff.</p> <p>All staff take part in a supportive performance management process.</p> <p>Conduct an annual (anonymous) staff survey in order to collate information from all staff groups, which will inform future strategies to support the health and wellbeing of staff.</p> <p>Children at Barham feel happy and safe.</p> <p>Provision maps detail the support children are receiving and their progress is tracked through SDQs.</p>
Objective 2:	The equality objectives will be monitored:
<p>To build an anti-bias school by developing a deep understanding of structural racism and inequalities that exist in our school and beyond through empowerment of voice, choice and equal opportunities for all (Strategic Priority 2)</p>	<p>Actions:</p> <ul style="list-style-type: none"> -All staff to understand how to tackle racism that isn't just situated in name-calling or focused attacks on individuals, but is more likely to take place in subtle and insidious ways that are the result of our implicit, inherent, learned, or as it is most commonly known, 'unconscious' bias through whole school training. -All staff to understand that our school is a reflection of society and currently our society is not fair and there are systemically unequal practices that continue to create the status quo by: -discussing and understanding the stages any individual/ organisation/ system could be at on the road to being actively committed to Equalities.

	<p>-every individual self- reflecting on the different points of this journey, no matter their race, ethnicity, culture or age in reference to the model below that during any meetings/discussions to self- assess where we are on this journey as a school and what are the next steps for us.</p> <p>- All staff to create a whole school plan to dismantle structural inequalities and have a shared understanding that it is everyone’s responsibility to build an anti-racist society through practical strategies for creating a safe space where academic and social-emotional aims can be achieved together and bring anti-bias values into practice by:</p> <ul style="list-style-type: none">• Building and drawing on intergroup awareness, understanding and skills;• Creating classroom environments that reflect diversity, equity and justice (where is this in classrooms?);• Engaging families and communities in ways that are meaningful and culturally competent;• Encouraging children to speak out against bias and injustice;• Including anti-racist curricula as part of a larger individual, school and community action;• Supporting students’ identities and making it safe for them to fully be themselves; and• Using instructional strategies that support diverse learning styles and allow for deeper exploration of anti- racist themes. <p>-All year groups to explicitly plan the teaching and learning of critical practices for anti-racist and anti-bias education which is underpinned by the Barham’s Global goals curriculum with a key focus on Global goal 10 Reduced inequities and Global goal 16 Peace justice and strong institutions as well as by the four pillars: Instruction, Classroom culture, Family & Community engagement and Teacher Leadership.</p> <p>-Barham to continue to uphold and implement the Stephen Lawrence Ambassador School role through reinforcing:</p> <p>-Barham to provide every school-age child and young person with age and contextually appropriate opportunities to learn about Stephen Lawrence, his life and legacy;</p> <p>-Barham to celebrate and teach children the importance of respecting diversity, equality and inclusion;</p> <p>-Reinforce the skills that children need in order to challenge discrimination and racism; and</p> <p>-Reflect on how we can “Live Our Best Life”</p> <p>-Senior leaders to carry out an audit in September when all children return and the new classroom structures are in place during COVID19.</p> <p><u>Outcomes:</u></p> <p>*At Barham we make hundreds of decisions, judgements and evaluations throughout the day. Being more deliberate and slowing down our processes will enable us to bring our unconscious biases to the surface and ensure that we don’t act on them to the detriment of our children and colleagues’ wellbeing and life chances.</p> <p>*Barham’s road to being an anti-racist educator and school will be on track through the acknowledgement, examination and open discussion on one’s automatic</p>
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	<p>response towards stereotypes or prejudices and it's drive in finding ways to consciously correct it</p> <p>*Barham will be playing an active role in creating a society that is fairer to all by making a difference to the people we work with every day, and this is being carried into the rest of their live</p> <p>*Barham's vision of every person, regardless of their background, has the opportunity and support to flourish in a society that treats them with fairness and respect is manifesting with the school amongst all staff and children</p>
Objective 3:	The equality objectives will be monitored:
<p>To ensure that girls from around the world improve their lives through education. They are assertive active learners and are empowered to do so. They participate, progress and attain more throughout the whole curriculum. (Strategic priority 5)</p>	<p><u>Actions:</u></p> <ul style="list-style-type: none"> -challenge stereotypes and raise aspirations -identify girls who don't engage in the same way as their peers -monitor behaviours (invisible in the classroom? Putting hands up half way up?) -target questions -respond to children's 'responses' -challenge and probe <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> -qualitative measure: changes in behaviour and engagement -quantitative measure: Dec 2018; Dec 2019; July 2010

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 and the Senior Leadership team.

Link governor: EW

Scrutinised and ratified by the governing body

Date of review: September 2020

Next review: September 2021