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# 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*

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| Policy summarised by | Tina Murray |
| Link Governor | Elaine Webb |
| Date | September 2019 |
| To be reviewed | September 2020 |

*…..striving for excellence*

Barham Primary School

Equal Opportunities and Inclusion Policy

Reviewed and updated September 2019

***“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 2019 policy and updated Equality objectives are in line with the Mayor of London, Sadiq Khan’s 4 priorities for 2019-2020.

**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 (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.

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| **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.  Support colleagues within the school community.  Ensure that you are aware of your responsibility to record and report prejudice related incidents. |
| Parents | 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.  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. |
| Pupils | Supporting the school to achieve the commitment made to tackling inequality.  Uphold the commitment made by the headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated. |

**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:

1. Increasing the extent to which disabled pupils can participate in the curriculum
2. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
3. Improving the availability of accessible information to disabled pupils

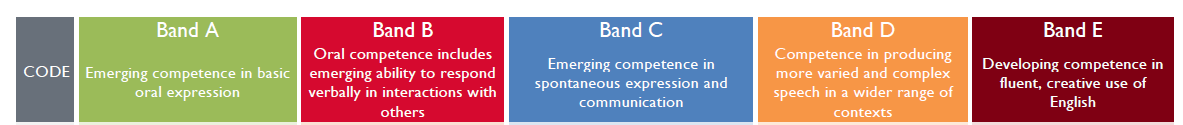
**Objectives**

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**

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| **Our Equality Objectives**  **September 2019** | |
| 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. | |
| **Objective 1:** | **The equality objectives will be monitored:** |
| To include all in our Rights Respecting Agenda; pupils, families, staff and the wider community.  To aim for a culture of ‘No Outsiders’ where all are of equal value whatever their ethnicity, race, culture, disability, religion, sexual orientation, gender, gender identity, economic circumstance or legal status is. | -Pupil voice  -Pupil survey  -Parent groups/classes/ surveys/ forums  -Open door policy  -Parent view  -Community feedback  -Curriculum Sampling/ moderations |
| **Objective 2:** | **The equality objectives will be monitored:** |
| To enhance the proficiency of spoken language for our in year joiners that have English as an additional language through quality first teaching by tracking to ensure they meet or exceed end of year expectations. (Strategic priority 2) | **Actions:**  *- Investigate the causes of pupil mobility within the school  - Examine the cause of mobility in schools in the context of mobile groups. - Explore challenges for managing mobility - Develop strategies to address pupil mobility by enhancing the existing good practice and providing further bespoke provision to address the barriers to accessing the English language* through:  Reviewing and further supporting the induction, assessment and monitoring of newly arrived pupils in the school and effective use of data for self‐evaluation.  **Outcomes:**  *- Confident EAL learner speakers who are able to articulate their understanding across the curriculum by using fluent, more varied and complex speech in a wider range of context*  *-Raised attainment for expected and greater depth in spoken language across the school demonstrating higher order receptive and expressive language*  -Children articulate their learning effectively using topic specific technical vocabulary within lessons and to the wider school community (senior leaders, visitors, governors).  -Evidence of progress and increased attainment in speaking and listening through termly summative assessment data.  -Pupil Interviews will further demonstrate progress within pupils speaking abilities through higher quality responses.  -Lesson observations and Learning Walks show teachers and support staff modelling and explaining ambitious and technical vocabulary.  -Children within the debate society demonstrate and model their learning to wider school community through assemblies and competitions. |
| **Objective 3:** | **The equality objectives will be monitored:** |
| 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) | **Actions:**  -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  **Outcomes:**  -qualitative measure: changes in behaviour and engagement  -quantitative measure: Dec 2018; Dec 2019; July 2010 |

*Objective 2:*

**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 2019

Next review: September 2020