



# 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 2021
To be reviewed	September 2022

*.....striving for excellence*

Barham Primary School  
Equal Opportunities and Inclusion Policy  
Reviewed and updated September 2021

***“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

<p style="text-align: center;"><b>Our Equality Objectives</b> <b>September 2021</b></p>	
<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>	
<b>Objective 1:</b>	<b>The equality objectives will be monitored:</b>
<p>Diversity, Equity and Inclusion are at the core of our ethos and values where all members of the school community are given a sense of belonging and the confidence to use their voice in a safe environment. SDP 5</p>	<p>Pupils and staff:</p> <ul style="list-style-type: none"> <li>- recognise and discuss differences (including gender, race, bias, sexual orientation, disability, disorders and inequalities )</li> <li>- assertively challenge prejudice and discrimination (including stereotypes)</li> <li>- listen to and show respect for the views of others.</li> <li>- articulate and share my opinion confidently</li> <li>- be empathetic towards others (experiences, lifestyles, emotions, choices)</li> <li>- recognise and discuss my self-worth, self-image and identity</li> <li>- discuss how to stay physically and mentally healthy</li> <li>- recognise strong emotions and identify ways of managing these emotions positively</li> <li>- recognise and discuss the importance of positive relationships</li> <li>- explain how my actions have consequences for myself and others</li> <li>- set personal goals that are aspirational and understand how I can achieve these</li> <li>- talk about a range of jobs, and explain how they will develop skills to work in the future.</li> </ul>
<b>Objective 2:</b>	<b>The equality objectives will be monitored:</b>
<p>All SEND pupils are at the centre of Barham's Covid recovery curriculum to ensure all SEND pupils (SEN support and EHCPs) make limitless accelerated progress. SDP 2</p>	<p>School systems promote parent and carer contributions to maximise outcomes for pupils with SEND. Progress for pupils with SEND, across year groups, in a wide range of subjects is consistently strong and evidence in their work indicates that they achieve well.</p> <p>Pupils with SEND develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively.</p> <p>The school is engaging with a range of methodologies to prepare pupils with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data.</p> <p>The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND.</p> <p>The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children.</p> <p>School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.</p> <p>Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school.</p> <p>The individual needs of pupils are communicated effectively to all staff.</p> <p>Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs.</p> <p>Evidence from observations shows the teaching of interventions is considered to be consistently good or better. Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.</p> <p>The school and parents work in partnership to achieve genuine co-production, for example parent/ carer forums and workshops, and structured conversations for pupils with SEND with EHC plans.</p> <p>Pupils with SEND speak highly of the support they receive. Where appropriate, they are able to articulate how the support they have had from the school has made a real difference.</p> <p>There are opportunities for pupils with SEND to become involved in pupil voice. For example pupils with SEND are represented on the school council.</p> <p>Pupils with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out of hours support.</p> <p>Comprehensive assessment supports accurate identification of need and informs classroom practice.</p> <p>The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND.</p> <p>The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.</p>

	<p>The SEND register is accurate and reviewed at least termly. Parents and carers are fully involved in discussions with the school on identification and assessment.</p> <p>Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly. Interventions follow a cycle of Assess, Plan, Do, Review. Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly. The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects. The SENCO uses externally validated data to inform the planning of interventions.</p> <p>SEND has a high profile in staff continued professional development and learning. Staff engage in high quality continued professional development and learning to support improved pupil outcomes. There is a graduated approach to interventions. Class, group and individual support is balanced appropriately. Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed. Interventions and support resources are coordinated and deployed effectively and strategically. Systems are in place to support this process, for example, through the use of a provision map. Highly effective administrative support allows staff with responsibility for SEND to work strategically.</p> <p>The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all pupils. The school has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further. The school is outward facing and engages critically with developments in practice.</p>
<b>Objective 3:</b>	<b>The equality objectives will be monitored:</b>
All Girls in the current year 6 cohort will achieve in all areas; academically and socially, and will be able to confidently voice their beliefs, wants and needs.	<p>The year group will engage with techniques and strategies that put girls at the forefront. Groupings will, where possible, be focused around gender to ensure that girls are given the opportunities to find their voice and be heard. The school will look at data as a tool to identify those girls in particular need of intervention and will put into place personalised appropriate interventions and strategies to support these individuals. Girls will be given explicitly planned for opportunities to express themselves in a confident and articulate way (pupil voice). Teachers will have high expectations and aspirations for these groups of girls and will guide and encourage them, using formal and informal tools of formative assessment to help them meet their targets in all areas.</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 and the Senior Leadership team.

Link governor: EW

Scrutinised and ratified by the governing body

Date of review: September 2021

Next review: September 2022