



Equality Policy

Ethos

Barlby Primary School is an inclusive school. We acknowledge that discrimination can occur against people and we strive to provide equality of opportunity for all parts of our school community.

Purpose

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation because of a protected characteristic. This means that schools cannot discriminate against pupils/staff or treat them less favourably because of the following: sex (gender), race, age, disability, religion and belief, gender reassignment, sexual orientation, marriage and civil partnerships, or pregnancy and maternity.

The Equality Act 2010 also places a general Public Sector Equality Duty (PESD) on all public bodies, including schools. The duty requires all public bodies to take steps to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster and promote good relations between people who share a protected characteristic and those who do not

The PESD also requires schools to:

1. Publish information to show compliance with the Equality Duty
2. Publish Equality objectives at least every 4 years, which are specific and measurable

Systems and procedures to promote equality of opportunity between different groups

- We have various systems and procedures in place which are used to help all our children develop into happy and successful learners.
- Termly Pupil Progress Meetings in which the progress of every child is tracked and analysed to identify any group that may be underachieving and action taken to close any gaps.
- Carefully selected resources to promote positive representation.
- Our School values encourage positive and responsible behaviour.
- All serious incidents are recorded as well as being addressed with the children and families.
- We challenge all forms of prejudice-based language or bullying which stands in our way of fulfilling our commitment to inclusion and equality. We keep a record of all incidences of prejudice-based language or bullying and report to governors about numbers, types and seriousness of these incidents at our school.
- We work in partnership with parents and carers to identify children who have a disability and support where necessary.
- We ensure access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We collect and analyse data to prevent and address underachievement of key groups including:
 1. Sex (gender)
 2. Pupil Premium
 3. Ethnicity
 4. SEND

5. Looked After Children

Inclusion

At Barlby Primary School we strive to create a culture of inclusion and diversity that allows all children and adults to feel free to disclose their needs and participate fully in all aspects of school life.

We believe strongly in a whole-school, team effort, and this is fundamental to our work with our children and their parents. We invest in every child, and we value all the children's diverse skills and abilities.

At the point of admission and during our recruitment process, our school seeks and records additional information about any additional needs a pupil/carer or applicant may have. This is so that we can remain abreast of any new needs arising.

Roles and Responsibilities

We expect all members of the school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act.

The Governing Body: the school's Governing Body has a duty to do the following:

- Ensure that the school complies with legislation and that this policy and related procedures are implemented.
- Promote equality of opportunity for all parts of the school community (pupils, parents/carers, staff)
- Prepare, publish and monitor targets related to promoting equality.
- Monitor the achievement and progress of groups of pupils
- Ensure all staff appointments and promotions are made on the basis of merit and ability and in compliance with the law.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and support staff

The class teacher is responsible for the following:

- Ensuring that all children have access to the National Curriculum. This should involve consideration of different learning styles; various approaches should be used to assist the children's learning, e.g. writing frames, film clips, mind mapping, effective questioning, different methods for recording knowledge, including the use of information and communication technology (ICT)
- Planning and preparing learning activities for children who are identified as SEN, and/or disabled, i.e. when necessary, to provide differentiated or adapted learning activities, that meet the child's level of ability and understanding
- To ensure that identified groups of pupils are planned for appropriately
- To inform and guide the support staff about support strategies for working with targeted children
- To meet with every child, and to facilitate their involvement with their own assessment and target setting

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom.
- Challenge prejudice and discrimination.
- Deal fairly and professionally with any prejudice-related incidents that may occur.

- Report any prejudice-related incidents to a member of the senior leadership team.
- Plan and deliver lessons that reflect the school's principles, for example, providing materials that gives positive representation of the nine protected characteristics.
- Maintain the highest expectations for all pupils.
- Keep up-to-date with equalities legislation relevant to their work.

Equality objectives

- To promote diversity and equality within the curriculum and resources with specific reference to SEND, race, religion, different family models and gender and reduce any homophobia, sexism and racism by children in school.
- To narrow the gaps in attainment between different groups of children; especially boys and girls, PPG and SEND
- To integrate best practise amongst staff from The Orchard (ASD provision) into mainstream school where appropriate in order to support pupils on the autistic spectrum.
- To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community
- To endeavour to ensure that the staff body and governors are reflective of the local community.

Reviewed: Autumn 2020

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