



# Equality Policy and Action Plan

Date Approved	Next Review	Responsible Person
January 22 <sup>nd</sup> 2024	January 2027	Claire Holgate

## 1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

### **Our Pupil Equality Statement (written by our School Council)**

*“We the Barden School Council, think everyone should be treated nicely and be friends. It doesn’t matter if we’re different – like different races, boys or girls, or how good we are at things. We want everyone to feel happy and safe in our school. We promise to listen to everyone and be fair so that everyone has a good time learning and playing together.”*

### **Ofsted (2019) recognises our inclusive ethos:**

*‘Staff should be recognised for the respect they show towards the local community, which means the school is well thought of and loved.’ The vast majority of those who responded to Parent View – Ofsted’s online questionnaire – would recommend this school.’*

*‘The high levels of respect that they have for each other, and the extremely positive relationships fostered within the school, contribute to the good progress that pupils are making.’*

## **2. Barden School in Context**

### **For example:**

- There are currently 476 pupils on roll.
- There are currently 257 boys (54%) and 219 girls (46%) on roll
- We have a Communication, Language and Interaction SEND Unit as part of our school.
- 104 pupils (22%) have a medical condition
- 36 pupils (7.6%) have an EHCP, compared to 2.5% nationally.
- Currently, 94.5% of our pupils come from minority ethnic backgrounds, compared to 37.4% nationally. 78.9% of our school have EAL, compared to 22% nationally. Here is an overview of the Ethnic groups at Barden.

Ethnicities		
	# Pupils	% Pupils
Pakistani	306	64.6%
Any Other Asian Background	42	8.9%
Bangladeshi	31	6.5%
White - British	26	5.5%
NOBT	15	3.2%
Any Other Ethnic Group	12	2.5%
Any Other White Background	11	2.3%
Any Other Mixed Background	8	1.7%

  

Any Other Mixed Background	8	1.7%
Indian	5	1.1%
Roma	5	1.1%
REFU	4	0.8%
White and Asian	4	0.8%
Black - African	2	0.4%
Chinese	2	0.4%
Other Gypsy/Roma	1	0.2%

- We currently have **4** looked after children.
- 30 languages are spoken at our school.
- The SEND needs across the school include a range of specific needs (please refer to the table below for an overview of need).

SEND Specific Needs		
	# Pupils	% Pupils
Moderate Learning Difficulty	59	12.4%
Speech, Language and Communication Needs	54	11.4%
Autistic Spectrum Disorder	11	2.3%
Social, Emotional and Mental Health	10	2.1%
Other Difficulty/Disability	5	1.1%
Specific Learning Difficulty	3	0.6%
Hearing Impairment	2	0.4%
Multi-Sensory Impairment	1	0.2%
Physical Disability	1	0.2%
SEN support but no specialist assessment of type of need	1	0.2%
Vision Impairment	1	0.2%

- Our new school, built through a PFI, is designed with accessibility in mind. All aspects of the building are made to ensure physical inclusivity. From wheelchair ramps, to lifts and spacious corridors, accessibility has been prioritised to make sure every person, regardless of mobility challenges, can navigate the school comfortably.
- Barden predominantly falls within category E, across the range of socio-economic indicators.

### 3. Legislation and Guidance

This document refers to 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

Other supporting documents are Department for Education (DfE) guidance: The Equality Act 2010 and schools:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

and the Equality and Human Rights Commission: Technical Guidance for Schools:

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england>

#### **4. Roles and Responsibilities**

**The governing board will:**

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

**The equality link governor is Afrasiab Anwar. They will:**

- Meet with the designated member of staff for equality and other relevant staff members, to discuss any issues and how these are being addressed
- Ensure they're familiar with all relevant legislation and the contents of this document
- Attend appropriate equality and diversity training
- Report back to the full governing board regarding any issues

**The headteacher will:**

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8. All staff will promote an inclusive and collaborative ethos in the school, challenge inappropriate language and behaviour, respond appropriately to incidents of discrimination and harassment, ensure appropriate support for children with additional needs and maintain a good level of awareness of equalities issues

All members of the school community have a responsibility to treat each other with respect, to feel valued, and to speak out if they witness or are subject to any inappropriate language or behaviour

We will take steps to ensure all visitors to the school adhere to our commitment to equality.

#### **5. Eliminating discrimination**

At Barden Primary School, we recognise that all members of the school and our wider community are of equal value. 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.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every September.

The Headteacher is responsible for monitoring equality issues, aided by our equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

## **6. Advancing equality of opportunity**

- 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)

## **7. In fulfilling this aspect of the duty, the school will:**

- Publish attainment data each academic year showing how pupils with different characteristics are performing
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- 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

## **8. Fostering good relations**

As a school we believe that should treat each other with care, respect and kindness, and that strong positive relationships make a great school. We aim 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/reading, 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. For example we have had visits from an author who is a wheelchair user, a basketball player who has overcome adversity due to their differences. Visitors from a range of ethnicities, cultures and religions enhance our curriculum offer and promote inclusivity.

- 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, including links with a local residential care home, visiting places of worship.
- 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
- We are based on a shared Campus facility with Holly Grove Special School. Our strong and effective partnership creates opportunities for inclusion. We work closely together to support each other. Children and staff interact with one another on a regular basis. Opportunities for professional development are encouraged and valued.

## 9. Equality Objectives

**Objective 1** To ensure that children, staff and the wider Barden Primary school community are aware of the 9 protected characteristics in The Equality Act 2010. Disadvantages suffered by people due to their protected characteristics are removed or minimized.

**Objective 2** To promote cultural capital through a rich range of experiences and opportunities, both in and outside of school to ensure that pupils value and respect diversity and difference.

## 10. Monitoring Arrangements

We will review and update the equality information we publish at least each year to demonstrate how we are meeting the aims of the general public sector equality duty and to evidence progress made towards our equality objectives. Our objectives will be drawn up and published by the Governing Board at least every 4 years.

## 11. Considering Equalities in Decision Making

Our school ensures it has due regard to equality considerations whenever significant decisions are made. We consider equality implications before and at the time that we develop policy and make decisions and continue to review these on a continuing basis. We keep a written record to show we have considered equality issues and asked relevant questions about the impact of our decisions on different groups in the school community. 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 both boys and girls

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.



**Barden Primary School Equality Objectives Action Plan 2023-24**

**Objective 1 Objective 1 To ensure that children, staff and the wider Barden Primary school community are aware of the 9 protected characteristics in The Equality Act 2010. Disadvantages suffered by people due to their protected characteristics are removed or minimized.**

Equality Strand	Action	Time	Lead Person	Success Criteria
All	Introduce what the Equality Act is to staff in a staff training session. Undertake activities to familiarize them	Summer term 2024	Headteacher and SLT	Staff are familiar with the principles of the Equality Act and the Action plan and use them when planning lessons, creating classroom displays.
All	Through the school website and weekly parent newsletter, share the strands of the Equality Act with parents/carers.	Summer and Autumn term 2024	Headteacher and SLT	Parents/Carers are familiar with the principles of the Equality Act and the Action plan
All	Undertake an Equality, Accessibility and Diversity Audit (include this in the 2024-25 School Improvement Plan as a focus area)	Autumn and Spring Term 2024/25	Headteacher and SLT	The school has an accurate evaluation of strengths and areas for improvement for Equality and Diversity.
All	Share the Equality Act audit with governors	Spring Term 2025		The Governing Body has an accurate evaluation of strengths and areas for improvement for Equality and Diversity.
All	Add an annual agenda item to the full Governing Body meeting to share the evaluation of the Equality Objective Action Plan	Autumn Term 2024	Headteacher	The Governing Body are kept up to date with the progress made against the Equality Objectives Action Plan.

All	Create a display within the school showing the strands of the Equality Act (potentially KS1 and KS2 separate)	Summer and Autumn term 2024	Key Stage Leads	Children and staff have an age-appropriate point of referral in school for the relevant strands of the Equality Act.
All	Consider creating the role of an Equalities Lead	Autumn Term 2024	Headteacher and SLT	There is a designated staff member (other than the head) who can lead on Equality throughout school
All	Through assemblies and class lessons explicitly introduce/refresh the strands of the Equality Act	Summer and Autumn Term 2024	All teaching staff	Pupils within school are familiar with the principles of the Equality Act and can recognise the need for inclusivity and diversity and how we can achieve this in and out of school
All	Promote Spiritual, Moral, Social and Cultural development through assemblies and lessons with reference to equality and diversity	On-going through the curriculum	All staff	School community will be aware of and tolerant towards others' culture, religion, race, life choices and disability

**Objective 2 To promote cultural capital through a rich range of experiences and opportunities, both in and outside of school to ensure that pupils value and respect diversity and difference.**

Equality Strand	Action	Time	Lead person	Success Criteria
All	Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council (by election), representing the school at events, class assemblies, team events, fundraising etc.	On-going through the school year	Headteacher and SLT	Notable increase in participation and confidence of targeted groups.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	On-going through the school year	Headteacher and Subject Leads	Pupils are aware of and positively identify with role models that are reflective of the diverse world in which we live..
All	Where appropriate ensure displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity	Reviewed termly by SLT and subject leaders	Headteacher and Subject Leads	Diversity reflected in school displays across all year groups.
All	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Chinese New year, Christmas, Eid.	On-going through the school year	PSHE, British Values and RE Subject Leads	Increased awareness of different communities shown in PSHE/RE.
All	Positive images of a diverse community are shared with pupils - locally, regionally, nationally and internationally. This will be achieved through literature, arts week, local history/ geography topics, events/awareness days: Chinese New Year/ Holocaust/VE Day, Remembrance Day, World Book Day etc and links with other schools	Reviewed termly by SLT and subject leaders	Headteacher and Subject Leads	Pupils are familiar with and accept diverse communities on a local and national scale. This knowledge positively informs and influences their views and behaviours towards other cultures and communities.
All	The challenging of sex, racial, religious, disablist, ageist and homophobic stereotypes i.e. improving attitudes and values by challenging myths and prejudices about what	On-going through the school year	Headteacher and Subject Leads	Pupils' values and attitudes towards equality and diversity are more informed and positive.

	people from particular groups should or shouldn't or can and can't do.			
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