

Barleyhurst Park Primary School



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Equality Information and Objectives

Approved by Governors

Date: 4th April 2019

Signed:  Chair of Governors



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1. Aims

At Barleyhurst Park Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Barleyhurst Park Primary School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy, maternity and paternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The Act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations. This policy and plan demonstrates how, at Barleyhurst Park Primary School, we intend to comply with this Act.

2. Principles

Our approach to equality is based on the following 7 key principles:

1. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background.
2. We recognise, respect and value difference and understand that diversity is a strength. We take account and strive to remove barriers and disadvantages which people may face. We believe that diversity should be respected and celebrated by all learners, staff and visitors.
3. We foster positive attitudes and relationships. We actively promote positive attitude and mutual respect between groups and communities.
4. We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.



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5. We observe good equalities practice for our staff. We ensure our policies and procedures benefit all employees and potential employees in all aspect of their work, including in recruitment and promotion and in continuing professional development.
6. We have the highest expectations of all our children. We expect all pupils to make progress and to achieve their full potential.
7. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups raises standards across the school as a whole.

3. Turning equality into policy and practice

As well as the specific actions set out beneath this plan, the school operates equality of opportunity in its day to day practice in the following ways.

Teaching and learning

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils;
- Monitor achievement data by ethnicity, gender and disability and action any gaps;
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets;
- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect the diversity of the school, population and local community in terms of race, gender, disability and family composition/makeup without stereotyping;
- Promote attitudes and values that will challenge racist and other discriminatory behaviour or prejudice;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning;
- Include teaching and classroom-based approaches appropriate for the whole school population, which are inclusive and reflective of our pupils.

Admissions and exclusions

Our admissions arrangements are fair and transparent, and do not discriminate on race, gender, disability or socio-economic factors. Milton Keynes Council is the school's admissions authority and a link to the Milton Keynes Admission's Policy is published on our website for each year of entry and has criteria for admission explained clearly.

Exclusions will always be based on the school's Behaviour Policy. We will closely monitor exclusions to avoid any potential adverse impact and ensure any discrepancies are identified and dealt with.

4. Equal Opportunities for Staff

We are committed to the implementation of equal opportunities principles and the monitoring and active promotion of equality in all aspects of staffing and employment.

All staff appointments and promotions are made on the basis of merit and ability and in compliance with the law. However, we are concerned to ensure, wherever possible, the staffing of the school reflects the diversity of our community.



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Employer duties

As an employer we need to ensure we eliminate discrimination and harassment in our employment practice and actively promote equality across all groups within our workforce.

Equality aspects such as gender, race, disability, sexual orientation, gender re-assignment and faith or religion are considered when appointing staff and particularly when allocating Teaching and Learning Responsibilities (TLR) or re-evaluating staff structures, to ensure decisions are free of discrimination.

Actions to ensure this commitment is met include:

- Monitoring recruitment and retention including bullying and harassment of staff;
- Continued professional development opportunities for all staff;
- Senior Leadership Team support to ensure equality of opportunities for all.

5. Roles and Responsibilities

The role of governors

- The Governing Board has set out its commitment to equal opportunities and it will continue to do all it can to ensure the school is fully inclusive to pupils and responsive to their needs based on race, gender and disability.
- The Governing Board seeks to ensure people are not discriminated against when applying for jobs at our school on grounds of race, gender or disability.
- The governors take all reasonable steps to ensure the school environment gives access to people with disabilities, and also strives to make school communications as inclusive as possible for parents, carers and pupils.
- The governors welcome all applications to join the school, whatever a child's socio-economic background, race, gender or disability.
- The Governing Board ensures no child is discriminated against whilst in our school on account of the protected characteristics.

The role of the Headteacher (or senior leader responsible for Equalities)

- It is the Headteacher's role to comply with the Equality Act and she is supported by the Governing Board in doing so.
- It is the Headteacher's role to ensure all staff are aware of the Equality Act and that teachers apply these guidelines fairly in all situations.
- The Headteacher ensures all appointment panels give due regard to this policy, so that no-one is discriminated against when it comes to employment or training opportunities.
- The Headteacher promotes the principle of equal opportunity when developing the curriculum and promotes respect for other people and equal opportunities to participate in all aspects of school life.
- The Headteacher treats all incidents of unfair treatment and any incidents of bullying or discrimination, including racist incidents, with due seriousness.

The role of all staff: teaching and non-teaching

- All staff will ensure all pupils are treated fairly, equally and with respect and will maintain awareness of the Equality Act.
- All staff will strive to provide material that gives positive images based on race, gender and disability and challenges stereotypical images.
- All staff will challenge any incidents of prejudice, racism or homophobia and record any serious incidents, drawing them to the attention of the Headteacher.
- Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any discriminatory incidents.



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7. Tackling discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discriminatory incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a pupil's individual circumstances.

Racist and homophobic incidents and other incidents of harassment or bullying are dealt with by the member of staff present, escalating to a class teacher / Headteacher where necessary. All incidents are reported to the Headteacher and racist incidents are reported to the governing body and local authority on a termly basis.

8. What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti.

A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as:
‘any incident which is perceived to be racist by the victim or any other person’.

9. Types of discriminatory incident- This applies to children and staff.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;
- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

10. Review of progress and impact

The policy has been agreed by the Governing Board. We have a rolling programme for reviewing school policies. In line with legislative requirements, we will agree at least three objectives each year that the school has agreed to pursue and these will be reviewed.

11. Equality Objectives 2018-2019

- The attendance rates of disadvantaged pupils, pupil premium and SEND pupils will improve year on year.
- To increase participation in sporting activities and increase fitness levels of all pupils.
- To increase the percentage of disadvantaged pupils and pupil premium children achieving the expected standard at the end of Key Stage 1.
- To increase the percentage of disadvantaged pupils and pupil premium children achieving the expected standard at the end of Key Stage 2.
- The increase the percentage of disadvantaged and pupil premium children achieving greater depth at the end of Key Stage 1.