

Equity and Diversity Information and Objectives Policy



**Lead Staff Members – Martyn Patching/Nura Hassen
Review June 2025**

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Introduction

This policy represents the response from the Governing Body and the school to meeting the Equality Act 2010. The policy sets out our practice and will have due regards for the need to:

- a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this act
- b) Advance equality of opportunity for students, staff and others using the school facilities.
- c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This policy incorporates and therefore replaces previous public sector equality duties such as the school's Equal Opportunities Policy and Anti-Racism Policy. The policy encompasses the following protected characteristics:

- Disability
- Ethnicity and race
- Gender
- Age
- Gender identity and reassignment
- Pregnancy and maternity
- Religion and belief
- Sexual orientation

Our Equity and diversity policy follows Hertfordshire County Council guidance on the actions that schools need to take to comply with equality and diversity legislation, and our definitions align with their guidance. It will be updated and reviewed every two years.

Status

This policy was formally adopted by the governing body of Barnwell School. It is the intention of the governing body that it should be reviewed every 2 years. It accords with national legislation and the Equality policies of the LA. It is a general statement of the commitment to Equal Opportunities.

Aims

Barnwell School recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective equity and diversity policy where everyone is valued equally.

- We will promote the concept of equality of opportunity throughout the school, both those adults within the community of the school and for all students.
- We seek to develop an understanding of, and promotion of, human equality and equal opportunities.
- We will promote good relationships between members of different racial, cultural and religious groups, communities and those with different physical appearance, language, socio-economic backgrounds, gender or disability.
- We will enable students to take responsibility for their behaviour and relationships with others.

The Legal Background

The main statutory provisions covering discrimination are the following:

- [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](#).

The Statutory Code of Practice on the Duty to Promote Race Equality

The School's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the Human Rights Act 1998.

Responsibilities

The governing body will:

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

The equality link governor is Mohammed Ashraf. They will:

- Meet/email with the designated member of staff for equality every term or 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 students
- Monitor success in achieving the objectives and report back to governors

[The designated member of staff for equality will:](#)

- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and students
- Meet/email with the equality link governor every term to raise and discuss any issues
- Support the headteacher in identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve its objectives.

Appointments

- Advertisements and job specifications will all carry a statement that this School is an Equal Opportunities employer and welcomes applications from all posts from appropriately qualified persons regardless of gender, race, religion, disability or age.
- Application forms for jobs will include a question about equal opportunities - or interview questions will do so, for example, how will the applicant contribute to the policy?
- People with disabilities will be offered facilities at interviews to enable them to demonstrate their suitability for employment.
- Candidates for vacant posts will be assessed against relevant criteria only, i.e., skills, qualifications and experience in selection for recruitment.
- The school will make and keep information about the sex, ethnic background or disability of candidates for appointments, and actual appointments, and inform the governing body's Personnel Committee on a termly basis, or whenever the governor's request the figures.

Staff Development

- All employees have equal chances of training, career development and promotion.
- All recruits to the school will be offered induction training which will include a reference to the organisation's Equity and Diversity Scheme.
- Staff development opportunities will be monitored, and figures presented to the governors annually, or more often if requested by the governing body. All staff, and in particular those concerned with selection and promotion, are given equality awareness training.
- People becoming disabled while in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

Fostering Good Relationships

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Embracing difference, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE and Ethics, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, students will be introduced to literature from a range of cultures
- Promote main E&D themes throughout the year across the whole school including curriculum time, pastoral/assembly focus, canteen specials and additional events at various times.
- Holding assemblies dealing with relevant issues. Students will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.
- Student E&D leadership group to plan and lead assemblies as well as other events such as film nights, cake sales and awareness sessions.
- 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
- All students are encouraged to participate in the school's activities, such as a wide variety of clubs and also our Student Leadership and Ambassador programmes.
- 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.

Students

- Students have equal access to the National Curriculum programmes of study (unless disapplied) throughout each Key Stage, and non-compulsory courses, according to aptitude and ability.
- The school is committed to full educational inclusion (see SEND policy).
- Annual analysis of attainment, behaviour and other student data will be undertaken by gender, ethnic background and ability.
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work.
- School rules and the Behaviour Code for students clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability
- School and faculty action plans will act to improve student learning according to this analysis.

Racist or Homophobic Bullying

- All staff have a legal duty not to bully or otherwise harass other adults in the school.
- Where staff come across incidents involving racist, sexist or homophobic bullying they must report these to Rebecca Latta. These staff then make Nura Hassen (E&D Lead Teacher) aware. These incidents will be logged and are available to Governors on request.
- The Personnel Committee of the Governing Body monitors any incidents and actions taken, of racist or homophobic bullying.
- All incidents of racist or homophobic bullying amongst students will be taken seriously and must be dealt with appropriately and reported to Maria Townsend/Rhys Halliday on the middle campus or Matt Roberts/Kyri Neocleous on the upper campus to be dealt with. These will be logged and reported to Governors upon request.

Administration

- Venues for meetings will take account of the needs of all participants.
- Venues for teaching and learning will take into account the particular needs of the learners and teachers/learning support assistants.

Documents

- Language used in documents will reflect and promote equal opportunities and font style and size will take account of the full range of readers.
- Access to documentation will include alternative formats such as tape, disk, large print and languages other than English, where translation is available, if spoken or read at home (as and when required).
- Immersive Reader programme is available for all communication in school.

Monitoring and Review

- This policy will be reviewed every two years (or more often if necessary) and improved and developed as appropriate within the Governors policy review schedule.

Barnwell School Policy Statement

- Barnwell School works towards equality of opportunity for all. We will not discriminate on grounds of: nationality or national origins, responsibility for dependents or un-related criminal conviction.
- We will endeavour to eliminate racism, sexism and all forms of discrimination, recognising that this not only requires a commitment to remove discrimination but action through positive policies to redress the inequalities produced by past discrimination.

The scheme is for everyone at the school and its aim is to ensure fair and equal treatment for all

Barnwell School will ensure that:

- All members of staff see the school as a welcoming and safe place in which to work.
- All vacancies are advertised internally.
- Policies and practices are introduced to better reflect the needs of under-represented groups, for example in relation to the care of dependants.
- All staff development and training policies give fair and equitable attention to the needs of under-represented groups.
- The school will continue to make further efforts to ensure that its recruitment and selection procedures lead to the appointment of the best person for the job.
- Continuing to take determined action to ensure that employees are protected from harassment

Vision and Values

A School of character achieving excellence together

Our Vision is to create and deliver an outstanding educational experience for every student at Barnwell School. We will achieve this through:

- Valuing every student as an individual, ensuring they realise their potential by providing an aspirational and engaging curriculum.
- Delivering the highest standards of teaching and learning to ensure excellent progress and achievement that inspires all our students.
- Ensuring no matter what the starting point, outstanding progress is achievable by all.
- Supporting student growth and development through our close caring community ethos of respect and tolerance for others and building a sense of belonging.
- Providing a learning environment which is both stimulating, supportive, fosters excellence and independence.
- Inspiring a culture and thirst for lifelong learning based on motivation, challenge, praise and reward to enable students to achieve their goals in life.
- Building positive partnerships with parents and the local community to widen opportunities and secure high-quality outcomes for all of our students.

By setting high expectations, we expect all students to progress and maximise their potential by seizing the opportunities provided and valuing their education in order to meet the challenges of our rapidly changing world.

School Context

The characteristics of our school

Barnwell is a mixed comprehensive school for students aged 11 to 18 years operating across two adjacent Campuses. Years 7 to 9 are based on the Middle Campus with Years 10, 11 and Post 16 on the Upper Campus. Some Upper School students also attend option lessons on the Middle Campus

- This is a larger than average-sized secondary school and the majority of students are of White British backgrounds. It has 1153 students on roll

- The school is linked by a secure pathway, the gates are locked during school time and opened under supervision during break and lunch time to allow Upper Campus students movement between Campuses
- A small number of students in Years 10 and 11 attend off-site provision
- Traditionally the catchment area for the school with some of the poorest areas in Stevenage has suffered from low aspiration which the School is taking steps to erode developing PRIDE alongside a Character and Aspirations culture.
- While Hertfordshire is on the whole an affluent county, there is strong evidence of high levels of inequality. There are 45 neighbourhoods ranked among the most deprived 30 per cent in England on the Indices of Deprivation 2019 - with the highest concentrations in Broxbourne and Stevenage.
- Stevenage also has the lowest proportion of children in Hertfordshire going on to higher education - 29 per cent by age 19.
- Barnwell School serves the Stevenage wards of Shephall, Bandley Hill, Longmeadow and Roebuck all of which score highly in terms of social deprivation compared to other wards in Stevenage, Hertfordshire and Nationally.
- To place in context Shephall has an average score on the indices of deprivation of 0.242 compared to a national average of 0.145. (ONS data 2016)
- Stevenage residents have fewer qualifications than the Herts average, with less than one in four qualified to NVQ level 4 or above, compared to 1 in 3 in Herts. (SBC Report 2011-2031)
- Prior attainment of students on entry is below National Average and in many year groups significantly below average in 2018, only 58.2 per cent of Key Stage 2 students in Stevenage reached the expected standard in reading, writing and maths; and only 38.7 per cent of Key Stage 4 students achieved grade 9-5 in English and maths.
- People living in Stevenage earn less than the national average and are employed in lower grade jobs than the Herts average (SBC Plan 2017)
- There are 10.6% of Stevenage residents claiming benefits compared to 9% in the East of England (Nomis 2017) with one in five children living in poverty. (PHE Heath Profiles 2015)
- The Hertfordshire Matters report says teenage pregnancies, violent crime, depression and obesity in Stevenage are all above the national average, with drug offences more than 12 times above
- Shephall has the highest proportion of social housing at 34.4% compared to a national average of 9.4%
- Bandley Hill have the highest number of residents who report very bad health in Herts (PHE Health Profiles 2015)
- The proportion of students who are disabled or have special education needs and are supported through School Support or have an Education, Health and Care Plan or have a Statement of Educational need yet to be converted into an EHCP is in line with the national average.

Characteristic	Total	Breakdown (number and %)												
Number of students	1215	Number 608/50.04% Female Number 607/49.96% Male												
Number of staff	183	75.47% Female 24.53% Male												
Number of governors	14	43% Female 57% Male												
Attainment on entry		Key Stage 2 attainment on entry												
		<table border="1"> <thead> <tr> <th>Year</th> <th>Average attainment on entry</th> </tr> </thead> <tbody> <tr> <td>Year 11</td> <td>Av Reading – 105 Av Maths - 104</td> </tr> <tr> <td>Year 10</td> <td>Av Reading – 103 Av Maths - 103</td> </tr> <tr> <td>Year 9</td> <td>Unavailable</td> </tr> <tr> <td>Year 8</td> <td>Unavailable</td> </tr> <tr> <td>Year 7</td> <td>Av Reading – 103 Av Maths - 101</td> </tr> </tbody> </table>	Year	Average attainment on entry	Year 11	Av Reading – 105 Av Maths - 104	Year 10	Av Reading – 103 Av Maths - 103	Year 9	Unavailable	Year 8	Unavailable	Year 7	Av Reading – 103 Av Maths - 101
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Year 9	Unavailable													
Year 8	Unavailable													
Year 7	Av Reading – 103 Av Maths - 101													

Mobility of school population		Bus - 18 Car Share - 5 Car / Van – 127 Cycle - 93 Dedicated school bus - 38 Public bus service – 16 Taxi- 1 Train - 1 Walk – 637 Blank - 279
Students eligible for FSM	286	
PP Students	333	
Students on EHCP	44	70% Boys 30% Girls
Students with SEND	222	63% Boys 37 % Girls
Ethnic Groups Students	122	Any other Asian background - 12 Any other Black background - 4 Any other ethnic group - 6 Any other mixed background - 13 Bangladeshi - 4 Black – African - 33 Black Caribbean - 2 Chinese - 9 Indian - 11 Italian - 2 Pakistani - 8 White British - 927 White Irish - 2 White and Asian -12 White and Black African - 12 White and Black Caribbean- 35 White Other- 67 Turkish – 4 Gypsy/Roma - 1 Information not yet attained - 51
Ethnic Groups Staff		White Irish - 2 Asian or Asian British - 1 Asian or Asian British, Indian - 2 Asian or Asian British, Pakistani - 1 Asian, British Asian - 2 Mixed, any other mixed background – 2 Mixed, white and black Caribbean – 1 Mixed, white and Asian – 1 Black or Black British, African – 1 Black or Black British Caribbean - 1 Any other ethnic - 3 White British – 134
Students who speak English as an additional language	120	
Attendance Target %	95%	

Roles and Responsibilities and Published Information

Chain of accountability

The Governing Body, supported by the Headteacher and staff, is responsible for ensuring the implementation of this scheme.

Commitment to implementation

Headteacher (Tony Fitzpatrick) retains overall responsibility for ensuring that the scheme is delivered effectively.

All staff are responsible for delivering the scheme both as employees and as it relates to their area of work.

Equity and Diversity Scheme	Martyn Patching and Nura Hassen
SEND (including bullying incidents)	Hayley Olcay
Accessibility	Alex Petitt
Equity and Diversity in Student Achievement	Maria Townsend
Equity and Diversity Lead Teacher	Nura Hassen
Equity and Diversity – Behaviour and Exclusions	Kat Hull
Participation in all aspects of school life	Martyn Patching
Character Education and PRIDE Lead Teacher	Ed Brown
Impact assessment	Matthew Roberts and Maria Townsend
Stakeholder consultation	Tony Fitzpatrick and Matt Roberts
Policy review	Governors
Communication and publishing	Shelagh Mackey

Commitment to review

The school equality scheme will be aligned with the School Plan. Its implementation will be monitored within the school's self-evaluation and other review processes. Following this regular impact assessment, the whole equity and Diversity Policy will be reviewed at least every two years.

Publish Information

At Barnwell School, Equity and Diversity information will be available on the school website through school policies and reviewed every two years.

Commitment to action

Governors will:

- Provide leadership and drive for the development and regular review of the school's equality and other policies
- Provide leadership and ensure the accountability of the Headteacher and senior staff for the communication and implementation of school policies
- Highlight good practice and promote it throughout the school and wider community
- Provide appropriate role models for all managers, staff and students
- Congratulate examples of good practice from the school and among individual managers, staff and students
- Ensure a consistent response to incidents, e.g., bullying cases and racist incidents
- Ensure that the school carries out the letter and the spirit of the statutory duties (and ensuring the provision of 'returns' to the local authority)

Headteachers and senior staff will:

- Initiate and oversee the development and regular review of equality policies and procedures
- Consult students, staff and stakeholders in the development and review of the policies
- Ensure the effective communication of the policies to all students, staff and stakeholders
- Ensure that managers and staff are trained as necessary to carry out the policies
- Oversee the effective implementation of the policies
- Hold line managers accountable for effective policy implementation
- Provide appropriate role models for all managers, staff and students
- Highlight good practice from departments, individual managers, staff and students
- Provide mechanisms for the sharing of good practice
- Ensure a consistent response to incidents, e.g., bullying cases and racist incidents
- Ensure that the school carries out its statutory duties effectively

Line managers will:

- Respond to consultation requests by creating opportunities for students and staff to share their comments, suggestions and feedback, ensuring that all voices are heard
- Implement the school's equity and diversity scheme, holding staff accountable for their behaviour and providing support and guidance as necessary
- Be accountable for the behaviour of the staff team, individual members of staff and students
- Use informal and formal procedures as necessary to deal with 'difficult' situations
- Behave in accordance with the school's policies, leading by example
- Respond appropriately to the behaviour of students and staff, as a whole, and individuals (praising/challenging as necessary)
- Contribute to managing the implementation of the school's equity and diversity scheme

All staff: Teaching and non-teaching will:

- Contribute to consultations
- Raise issues with line managers which could contribute to policy review and development

- Maintain awareness of the school's current equality policy and procedures
- Implement the policy as it applies to staff and students
- Behave with respect and fairness to all colleagues and students, carrying out the letter and spirit of the school's equality scheme
- Provide a consistent response to incidents, e.g. bullying, homophobic and racist incidents
- Contribute to the implementation of the school's equity and diversity scheme

All Students/students will:

- Feel empowered and listened to across the school.

All Parents/carers will:

- Contribute to consultations and reviews
- Maintain awareness of the school's current equality policy and procedures

Stakeholder Consultation Involving our students, parents/carers and others

Engagement – Participation and Involvement

We have welcomed the participation and involvement of people from broad and diverse backgrounds and of different abilities so when deciding what to do to tackle equality issues, we will consult and engage both with people affected by our decisions - parents, students, staff – and if necessary, with people who have special knowledge which can inform the school's approach, such as disability equality groups and other relevant special interest organisations.

How information is gathered

- Differences in outcomes at the end of key stages, identified by data
- Evidence of underachievement is identified through data and school reports
- Analysis of exclusion and behaviour data
- Regular monitoring of attendance data, with Attendance Improvement Officer
- Levels of participation in school activities, via form tutors
- Focused lesson observations
- Feedback from parental questionnaires/surveys
- Feedback from students, department questionnaires and focus groups
- Governing Body, including Committees
- Focus groups – involving Parent Partnership focus group, parents/carers, students and teachers
- Faculty and themed audits
- Information provided at statement reviews, Personal Support Programme, Personal
- Education Plans and other similar meetings
- Staff exit questionnaires
- Performance/ Line Management meetings
- Staff meetings

How the impact of the Equity and Diversity policy will be evaluated

- Attainment and progress by subject using assessment data, both national and school
- The impact of Curriculum Support and other structured interventions

- Fixed term exclusion rates
- Attendance data, numbers of persistent absentees
- Careers advice, Y9 and Y11 option choices, work experience placements
- Numbers of students receiving Free School Meals and Bursary numbers at Key Stage 5
- Bullying and racist incident data and details
- Complaints
- Participation in Student Leadership opportunities, extra-curricular activities and educational trips and visits
- Involvement of parents and carers
- Evidence of community cohesion

Key priorities will be identified and will feature in the School Improvement Plan, which will be reviewed annually.

Updated Action Plan – 2023-2025

Equity and Diversity - Development Plan 2023-2025				
Objective	Task	Who	Review	Impact/Update
Become more aware of E&D issues in School and how we address them as a school. Better understanding of Unconscious Bias	Take Part in the H4L E&D 'Great Representation' process.	MPA/MR	Summer '23	Dec 2022 Update - Excellent programme to be part of, visiting other schools with a reflective journal being written by MPA
	Toks Olusamokun to deliver 2 support sessions 1. A whole school training session on E&D awareness (Sept 2022) 2. Follow up curriculum focus sessions with HOF and NHA (February 2023)	NHA	Feb 23	Excellent thought provoking session, challenging ideas and perceptions and parlance
To improve the attendance and reduce the persistent absence of disadvantaged students	Continue to track the attendance and PA of these students on a weekly basis Use a range of inventions to support and reward good attendance	RL	End of each term	On-going focus

	Work on improving parental engagement Continue to work with the appropriate outside agencies to support disadvantaged student and their families			
Provide staff reflection rooms on both sites	Create staff reflection rooms for staff of all faiths.	NHA	SummerTerm 2023	rooms secured and starting to design and update these reflection rooms ready for use.
Clearer steps in the B4L policy when dealing with prejudice-based bullying	SLT discussion to discuss potentially amending the B4L policy	NHA/MPA and SLT	Summer Term 2023	
Clarity on Ethnicity categories used on SIMS for staff and students	Meeting with MR/SP to discuss legalities and logistics of SIMS categories	NHA/SP/MR	Autumn Term 2023	
	NHA to further discuss the County ethnicity categories used	NHA and TO	Autumn Term 2023	
Ensure Governors are updated termly with E&D progress on priorities and action plan	Termly meetings with MPA, NHA and our E&D Link Governor Mohammed Ashraf	MPA/NHA/MA	Ongoing	
Ensure our disadvantaged, CLA and SEND students all have fair access to all opportunities across the school.	Analyse extra-curricular attendance registers and student survey results to see any areas of development that need to be made to ensure fair access to all.	MPA/AR	Summer Term 2023	In process. New review date of Autumn 2023
Highlight and celebrate the cultural diversity within the school	Add flags to the Hall ceiling from every country or heritage for all students and staff at Barnwell.	MPA/NHA	Autumn 2023	
Diversity Role Models student presentation focused on LGBTQ+ (DFE Funded)	Talking to E&D KS3 & 4 students, Equality Act 2010 and raising awareness of LGBTQ+ issues. (6 classes through the day)	NHA	March 2023	

