

# Equality information and objectives

## Barnwell School



*Achieving Excellence Together*

**Adopted by** the Governing Body – March 2018

Reviewed –

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### 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

### 2. 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](#).

### 3. 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 Mai-Britt Cooper. They will:

- Meet 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 pupils
- 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 pupils
- Meet 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 the objectives as set out in section 8.

#### **4. 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.

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

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.

#### **5. 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:

- 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

## 6. 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, Ethics 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
- 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 pupils are encouraged to participate in the school's activities, such as a wide variety of clubs and also our Ambassador programme. 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

## 7. 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

## 8. Equality objectives

### ***Objective 1: To raise the attainment and improve the progress of disadvantaged students***

Why we have chosen this objective:

- Outcomes for disadvantaged students are lower than that of all students in the school

To achieve this objective, we plan to:

- To monitor the progress of disadvantaged students through each data track
- To adjust inclusion and lesson plans to ensure disadvantaged students are supported, stretched and challenged
- To ensure that all disadvantaged students have access to appropriate intervention to close gaps in their learning and accelerate progress

Progress we are making towards this objective:

- Year on trends and data tracking show that the gap in progress and attainment is reducing

***Objective 2: To improve the attendance and reduce the persistent absence of disadvantaged students.***

Why we have chosen this objective:

- Attendance and persistent absence of disadvantaged students is below the national average

To achieve this objective, we plan to:

- To continue to track the attendance and PA of these students on a weekly basis
- To use a range of incentives to support and reward good attendance
- To work on improving parental engagement
- To continue to work with the appropriate outside agencies to support disadvantaged students and their families
- To review the roles of school personnel who work directly with school attendance

Progress we are making towards this objective:

- There is a yearly trend of improvement in the attendance of disadvantaged students and a steady reduction in PA

***Objective 3: To raise awareness and appreciation across the student body of the diversity within modern Britain and the wider world, in terms of ethnicity and background, religion, LGBT, promoting tolerance and respect***

Why we have chosen this objective:

- Student voice indicates that there is an understanding of diversity but more depth of knowledge and reflection on these matters is required

To achieve this objective, we plan to:

- Review schemes of learning in ethics lessons to ensure that these matters are taught effectively in the curriculum
- To use display as a means of visually raising the profiles of these matters
- To ensure that these matters feature in the pastoral curriculum through assemblies and visiting speakers and groups

Progress we are making towards this objective:

- Students are covering most of these issues in their ethics lessons
- Students are given opportunities to demonstrate their affiliation to groups such as the scouting movement and army, air and sea cadets as well as the national dress of their country of origin
- The new aspirations programme promotes famous people from all groups as positive role models

#### **Objective 4: To ensure equal opportunities for all groups in all activities**

Why we have chosen this objective:

- To be a consistent point of consideration in the planning of all activities

To achieve this objective, we plan to:

- To ensure all students are able to attend educational trips
- To ensure all students have the same opportunity to access places on trips and visits
- To ensure all students have the same opportunity to apply to be a school ambassador
- To ensure that all students have the same opportunity to access school clubs and extracurricular activities

Progress we are making towards this objective:

- School ambassadors represent a fair proportion of all groups by gender, religion and ethnicity
- Participation in school clubs, trips and visits shows a good representation from all groups

#### **9. Monitoring arrangements**

The designated member of staff for equality will update the equality information we publish at least every year.

This document will be reviewed by The Learning Environment and Safety Committee] at least every 4 years.

This document will be approved by the Full Governing body

#### **10. Links with other policies**

This document links to the following policies:

- Disability Equality Scheme and Accessibility plan
- Equality scheme
- Harassment and Bullying Policy
- Risk assessment