



# Barham Primary School

## Equal Opportunities and Inclusion Policy

### *Safe, Happy, Learning*

*At Barham Primary School we have the right to:*

*Article 19: Be Safe*

*Articles 28 and 29: Education*

Policy summarised by	SENDCo
Link Governor	Equalities, Diversity and Inclusion
Date	November 2024
To be reviewed	November 2025

*.....embedding excellence*

## ***“EMBEDDING EXCELLENCE”***

### **Purpose of the policy**

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics).

The protected characteristics are:

- ❖ Age (although not part of the provisions relating to students)
- ❖ Disability
- ❖ Sex (including transgender)
- ❖ Gender reassignment
- ❖ Race
- ❖ Religion or belief
- ❖ Sexual orientation
- ❖ Pregnancy and maternity
- ❖ Marriage and Civil Partnership (although not part of the provisions relating to students.)

Our Equality policy is intended to bring together all previous policies around equality issues, including race, gender and disability. It includes all of the protected characteristics covered under the Equality Act 2010, as well as other aspects which have the potential to discriminate against or to devalue any individuals within our community.

At Barham, we strongly believe in the importance of valuing each member of our school and community as an individual, treating them with the upmost respect and dignity.

Equality and Diversity at Barham is underpinned by staff, parents/carers, pupils and all other stakeholders working collaboratively to ensure that our pupils and their families are able to fully embrace and engage in all aspects of school life. We take into careful consideration a range of different needs that our pupils and their families may have and strive to meet these needs to the best of our abilities.

We are fully committed to the development of cohesive communities both within our school’s physical boundaries and within our local, national and global environments.

### **Aims**

The Equality Act 2010 has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other prohibited by the act, by removing or minimising disadvantages suffered by people due to their protected characteristics.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not, by taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
3. Foster good relations between people who share a protected characteristic and those who do not, by encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Our school has considered how well we currently achieve these aims with regard to the protected characteristics under the act. In compiling this equality information, we have:

- Identified evidence already in the school of equality within policies and practice and identified gaps.
- Examined how our school engages with the protected groups, identifying where practice could be improved.

- Analysed our effectiveness in terms of equality.

The public sector equality duty requires that equality considerations are integrated into all the functions and policies of the school, and all staff and governors need to understand the requirements and implications, and share responsibility for the implementation.

In order to meet our general duties, schools are required to carry out some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality information- to demonstrate compliance with the general duty across the functions. We will not publish any information that can specifically identify any child.
- Prepare and publish equality objectives- to do this we will collect data related to the protected characteristics above and analyse this data to determine our focus for our equality objectives.

## **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](#).

## **Our Philosophy**

Barham strives for excellence and achievement in all areas of school life. We welcome and value the rich cultural diversity of the community we serve and aim to ensure that the experience of the school reflects this positively. This extends to staff, pupils, parents, governors and visitors. We assist in enabling children to recognise, challenge and deal with inequalities in society and by their attitudes show respect for others. We contribute to their preparation for the opportunities, responsibilities and experiences of adult life. We believe that people are of equal value and within the school should have equal opportunities. Equal opportunities is not about treating everybody the same; people are individuals and therefore different. Equal opportunities is about recognising different needs and contributions, meeting these needs and appreciating these contributions.

## **Addressing prejudice related incidents**

Barham is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them to the local authority using their guidance materials. The local authority may provide some support.

## **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.

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.

## **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:

- 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

### **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, RHE- Relationships and Health Education and through the teaching of the British Values during assemblies. This is also promoted through activities in other curriculum areas. For example, as part of teaching and learning in English, 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
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our Junior Leadership Team (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.

### **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

### **Review**

We have reviewed, and will continue to review, a range of monitoring information, current school policies and procedures, and information based on curriculum and organised activities, to highlight any obvious issues for pupils and staff in relation to the protected characteristics. Evidence from engagement with groups who share a protected characteristic has also been reviewed. The monitoring information includes:

- Achievement data – whole school data analysis
- Attendance data –ASP, school data analysis and comparisons
- Exclusion records –ASP, school data analysis and comparisons
- Records of prejudice related incidents
- Representation of rewards and sanctions
- Participation in out of school activities

**The evidence from current work and engagement includes the following:**

- Current policies to support good equalities practice for staff and students (including existing equality policies, safeguarding policy, anti-bullying, SEND policy, recruitment etc.)
- Provision and interventions based on school data analysis (e.g. behaviour and achievement data re ethnicity and gender, SEND/PP achievement data)
- Accessibility plan
- Targeted personalised planning and learning for individual students to accommodate needs
- Activities and discussions with students during RHE, RE lessons, assemblies and other elements within the curriculum that promotes friendship and understanding about cultures and lifestyles.
- SMSC
- Community cohesion policy
- Risk assessments and consequent relevant adjustments and accommodations
- Monitoring of welfare, with intervention and support where required (for students and staff)
- Multi-agency working practice, including the use of the Common Assessment Framework
- A collaborative approach to meeting the ‘prevent’ agenda
- Taking steps to meet the individual needs of students or staff that have a particular characteristic
- Rigorous audited safeguarding procedures
- Recruitment procedures (staff only)
- Junior Leadership Team (School council)
- Student/ parental/ staff surveys
- Developing information links with local secondary schools
- Developing communication links with representatives from different communities
- Fundraising activities and support for charities which highlight problems of others from disabilities and differences
- Encouragement to all to join in after-school clubs and activities, and school trips, making necessary accommodations where appropriate
- More staff in school with ethnic community links/ languages
- Developing links with schools in disadvantaged worlds across the world
- External support for SEND pupils.

**Roles and responsibilities**

We expect all members of our school community and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We provide training, guidance and information to enable them to do this.

The school’s wider leadership team accept and welcome their responsibility to have due regard in decision- making and actions to the possible implications for pupils with particular protected characteristics. They will consider equality implications before and at the time they develop policy and take decisions.

School community	Responsibility
Governing body	Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff  Overseeing financial performance of the organisation and making sure its money is well spent
Executive Headteacher	As above including:  Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.

Head of School	<p>As above including:</p> <p>Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties.</p> <p>Ensure that staff have appropriate skills to deliver equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p>
Senior Leadership Team	<p>To support the Head of School as above.</p> <p>Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.</p> <p>Design an inclusive curriculum.</p>
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Deliver an inclusive curriculum.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Learning Support Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders.</p> <p>Uphold the commitment made by the headteacher on how pupils and parents/carers can be expected to be treated.</p> <p>Support colleagues within the school community.</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Parents	<p>Take an active part in identifying barriers for the school's community and informing the governing body of actions that can be taken to eradicate these.</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school's community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the headteacher on how pupils and parents/carers, staff and the wider community can be expected to be treated.</p>

### Accessibility plan

The school will make reasonable adjustments to meet the needs of disabled pupils and implement an accessibility plan (see separate document) aimed at:

- (a) Increasing the extent to which disabled pupils can participate in the curriculum
- (b) Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- (c) Improving the availability of accessible information to disabled pupils

## Objectives

We have scrutinised the information we have to identify any barriers to accessing educational provision and achieving success by those students with protected characteristics and used our findings to identify our pupil equality objectives which reflect our commitment to ensuring that all of our students are supported and encouraged to access educational provision that meets their needs and promotes all aspects of their achievement, safety and well-being. Like-wise, we continue to evaluate the diversity of our staff in relation to protected characteristics to ensure that we meet the needs of our staff and reflect the commitment of the school to provide equality of opportunity for all staff in the workplace, and to ensure that we promote their safety and well-being.

While aiming to improve continuously the implementation of equality related policies and procedures, and ensuring that due regard is taken always of the impact of actions and decisions on pupils and staff with particular characteristics, the school has established the following objectives for the period of 2024-2025:

### **BARHAM PRIMARY SCHOOL - EQUALITY OBJECTIVES**

<b>Our Equality Objectives September 2024</b>	
The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.	
<b>Objective 1:</b>	<b>The equality objectives will be monitored against the following criteria:</b>
<p><u>Strategic Improvement</u> <u>Priority 1</u></p> <p>Hold ourselves and others to account to promote a culture of consistency, embedding a high quality environment for learning and working with a core focus on stakeholder engagement.</p> <p><i>"Vision without implementation is hallucination."</i> Thomas Edison</p>	<ol style="list-style-type: none"><li>1. Implementation of actions is a process which is planned and executed in stages</li><li>2. Leadership environment and school climate that is conducive to good implementation</li><li>3. Defined strategic improvement priorities that need to be solved have clear identifiable appropriate programmes or practices to implement</li><li>4. Leadership implementation of plans are reviewed and judged against the readiness of the school to deliver those plans with staff and resources prepared</li><li>5. All staff monitor progress, solve problems, and adapt strategies of approaches used and hold each other to account for high quality implementation and impact</li></ol>

<b>Objective 2:</b>	<b>The equality objectives will be monitored against the following criteria:</b>
<p data-bbox="118 125 391 185"> <u>Strategic Improvement</u>  <u>Priority 4</u> </p> <p data-bbox="132 197 391 389"> Reduce the attainment gap between our disadvantaged and vulnerable pupils including SEND and all other pupils. </p> <p data-bbox="113 432 344 667"> <i>“Closing the disadvantage gap means finding better ways to support pupils with SEND and those who are pupil premium”</i> </p>	<p data-bbox="427 125 1567 208"> School systems promote parent and carer contributions to maximise outcomes for pupils with SEND. Pupils with SEND develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively. </p> <p data-bbox="427 219 1567 309"> The school is engaging with a range of methodologies to prepare pupils with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data. </p> <p data-bbox="427 320 1567 376"> The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND. </p> <p data-bbox="427 387 1567 443"> The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children. </p> <p data-bbox="427 454 1567 510"> School leaders have created a culture and ethos that actively supports and engages parents and carers of pupils with SEND. </p> <p data-bbox="427 521 1567 600"> Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school. The individual needs of pupils are communicated effectively to all staff. </p> <p data-bbox="427 611 1567 667"> Teachers use assessment information to plan and adapt lessons effectively. This includes setting homework that is matched to pupils’ individual needs. </p> <p data-bbox="427 678 1567 768"> Evidence from observations shows the teaching of interventions is considered to be consistently good or better. Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching. </p> <p data-bbox="427 813 1567 869"> The school and parents work in partnership to achieve genuine co-production, for example parent/ carer forums and workshops, and structured conversations for pupils with SEND with EHC plans. </p> <p data-bbox="427 880 1567 936"> Pupils with SEND speak highly of the support they receive. Where appropriate, they are able to articulate how the support they have had from the school has made a real difference. </p> <p data-bbox="427 947 1567 1003"> There are opportunities for pupils with SEND to become involved in pupil voice. For example pupils with SEND are represented on the Junior Leadership Team. </p> <p data-bbox="427 1014 1567 1070"> Pupils with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out of hours support. </p> <p data-bbox="427 1081 1567 1104"> Comprehensive assessment supports accurate identification of need and informs classroom practice. </p> <p data-bbox="427 1115 1567 1205"> The effectiveness of classroom teaching is taken into account and the Brent Graduated Approach four step approach (as outlined in our SEND policy) is carefully implemented to ensure that children are provided with all possible resources before assuming that they have SEND. </p> <p data-bbox="427 1216 1567 1272"> The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed. </p> <hr/> <p data-bbox="427 1294 1066 1317"> The SEND register is accurate and reviewed at least termly. </p> <p data-bbox="427 1328 1520 1350"> Parents and carers are fully involved in discussions with the school on identification and assessment. </p> <p data-bbox="427 1406 1513 1429"> Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly. </p> <p data-bbox="427 1440 1034 1462"> Interventions follow a cycle of Assess, Plan, Do, Review. </p> <p data-bbox="427 1473 1449 1496"> Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly. </p> <p data-bbox="427 1507 1513 1563"> The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects. </p> <p data-bbox="427 1574 1313 1597"> The SENCo uses externally validated data to inform the planning of interventions. </p> <p data-bbox="427 1653 1313 1675"> SEND has a high profile in staff continued professional development and learning. </p> <p data-bbox="427 1686 1567 1742"> Staff engage in high quality continued professional development and learning to support improved pupil outcomes. </p> <p data-bbox="427 1753 1513 1832"> There is a graduated approach to interventions. Class, group and individual support is balanced appropriately. Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed. </p> <p data-bbox="427 1843 1567 1899"> Interventions and support resources are coordinated and deployed effectively and strategically. Systems are in place to support this process, for example, through the use of a provision map. </p> <p data-bbox="427 1910 1377 1966"> Highly effective administrative support allows staff with responsibility for SEND to work strategically. </p> <p data-bbox="427 2011 1465 2067"> The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all pupils. </p> <p data-bbox="427 2078 1536 2134"> The school is aware of its strengths and areas for developing further. The school is outward facing and engages critically with developments in practice. </p>



<b>Objective 3:</b>	<b>The equality objectives will be monitored against the following criteria:</b>
<p><u>Strategic Improvement</u> <u>Priority 5</u></p> <p>Raise standards and accelerate progress in reading and writing.</p>	<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Consistent school-wide approach to the teaching of reading instils a love of reading for pleasure in pupils.</li> <li>2. Strengthened third year implementation of Lesley Clarke’s Letters and Sounds Phonics Programme leads to consistency in the quality of provision and improved outcomes in Phonics. This includes a Keep up programme to support the children identified as being in the lowest 20% of readers and targeted provision for our pupils with SEND.</li> <li>3. Our Barham Reading Pathways provision (Reception, KS1 and for targeted pupils in KS2) supports pupils to read age-appropriate texts and to develop their word reading and decoding, oracy and comprehension skills.</li> <li>4. The Destination Reader programme is further embedded in KS2 and leads to improved outcomes for all pupils.</li> <li>5. High quality assessment of reading is consistent across the school and is used strategically to inform next steps.</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. All teachers are confident in the delivery of the school’s approach to writing.</li> <li>2. Teachers plan and deliver high quality writing lessons which improve pupils’ oracy and writing skills.</li> <li>3. Teachers use a range of strategies to support the sequence of writing through supported composition (GPAS), shared writing and modelled planning, drafting, reviewing and editing.</li> <li>4. Pupils have a good understanding of purpose, audience, text types and tone (PAT) and are able to write with confidence in a range of genres.</li> <li>5. Pupils’ handwriting is legible and joined.</li> </ol> <p>External moderation demonstrates that teachers are able to assess writing accurately.</p>
<b>Objective 4:</b>	<b>The equality objectives will be monitored against the following criteria:</b>
<p><u>Strategic Improvement</u> <u>Priority 6</u></p> <p>To deliver a sustainable budget for Barham.</p> <p><i>The research shows that schools have been experiencing a funding crisis for some time. It highlights the importance of ensuring that school budgets are protected in real terms in order that core budgets are not slashed.</i></p>	<ol style="list-style-type: none"> <li>1. A balanced school budget whilst providing for our pupils.</li> <li>2. Active engagement in other means of income generation through lettings and offering local community use and through our global outreach.</li> <li>3. Advertising and marketing.</li> </ol>

## Reporting on progress and impact

A report on the progress of the above objectives will be published on an annual basis.

## Policy review

Written by: N.B-T and the Senior Leadership team.

Link governor: EW

Scrutinised and ratified by the governing body

Date of review: November 2024

Next review: November 2025