



Equality Information and Objectives Policy.

This policy is for Barleyhurst Park School and Barleyhurst Park Nursery.

Agreed by Governors: 29.02.2024

To be reviewed: Objectives - Spring 2025. Policy - Spring 2028

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1. Aims

At Barleyhurst Park Primary School and Nursery we aim to meet its obligations under the Public Sector Equality Duty (PSED) 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.

Our school aims to promote respect for difference and diversity in accordance with our values:

- B Be the best you can be
- A Always try your hardest
- R Responsible for your actions
- L Learn and be confident
- E Encourage others
- Y You should always be yourself
- H Honesty
- U Use your initiative
- R Resilience
- S Strive to achieve
- T Take pride in your work

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;
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years;
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the Headteacher;
- 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 among staff and pupils;
- Monitor success in achieving the objectives and report back to governors;
- Promote knowledge and understanding of the equality objectives among staff and pupils;
- 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.

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 that 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 data referenced above 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, citizenship and personal, social, health education (PSHE), 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;
- 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.

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 improve the attendance rates of disadvantaged pupils, pupil premium and SEND pupils.

Why we have chosen this objective: The attendance gap has widened between whole school attendance figure and the figure for pupil premium children and pupils with SEND.

To achieve this objective we plan to: Closely monitor attendance of this group of pupils. Provide early intervention, support and incentives to improve attendance.

Progress we are making towards this objective:

Objective 2

To improve participation in sporting activities and increase fitness of all pupils but particularly for disadvantaged pupils.

Why we have chosen this objective: Pupils are less active than pre-pandemic and need to improve fitness

To achieve this objective we plan to: Provide more opportunities for pupils to participate in sporting activities after school by holding events at the school. For events that are not held at the school provide transportation to and from events. Enhance the equipment for playtimes and lunchtimes so pupils can be physical active during these times of the school day.

Progress we are making towards this objective:

Objective 3

To narrow the attainment gap between pupil premium and non-pupil premium children in reading.

Why we have chosen this objective: Reading is a key skill which opens up access to other areas of the curriculum.

To achieve this objective we plan to: Use Pupil Premium funding for more opportunities to read to an adult. Additional resources and interventions for those pupils who appear to be falling behind.

Progress we are making towards this objective:

Objective 4

To improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity.

Why we have chosen this objective: There are negative influences within society and there appears to be an increase in prejudice-based incidents within the school

To achieve this objective we plan to: Hold a diversity celebration week with a wealth of activities to celebrate diversity and provide opportunities for pupils to appreciate differences and diversity. Positive displays across the school and discussions/assemblies at a class level as well as at a whole school level.

Progress we are making towards this objective:

9. Monitoring Arrangements

The Governing Board will update the equality information we publish at least every year. This document will be reviewed by Governing Board at least every 4 years.