Barleyhurst Park Primary School

Equality and Diversity Objectives Policy.

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

Agreed by Governors: 29.02.2024

To be reviewed: Objectives - Summer 2027. 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 2026-2027

Objective 1: To improve attendance and reduce the attendance gap between disadvantaged pupils, including pupils eligible for Pupil Premium and pupils with SEND, and their peers.

Why we have chosen this objective:
School attendance data identifies a widening gap between overall school attendance and the attendance of disadvantaged pupils and pupils with SEND. We recognise that regular attendance is essential to ensuring all children have equal access to learning, social development and wider school opportunities. We are committed to identifying and addressing barriers to attendance so that every child has the opportunity to achieve and thrive.

To achieve this objective we plan to:

- Monitor attendance data regularly, identifying patterns and emerging concerns for disadvantaged pupils and pupils with SEND.
- Work proactively with families to identify and address individual barriers to attendance.
- Provide early intervention, personalised support and appropriate incentives to encourage improved attendance.
- Work with external agencies where appropriate to provide additional support for families.
- Review the impact of attendance interventions and adapt support where necessary.

Suggested success criteria:

- Improved attendance rates for disadvantaged pupils and pupils with SEND.
- A measurable reduction in the attendance gap between these groups and their peers.
- Reduced persistent and severe absence.
- Positive engagement from families receiving attendance support.

Objective 2: To promote equality of opportunity by increasing participation in physical activity, sport and extracurricular sporting opportunities, particularly for disadvantaged pupils, ensuring that all children can develop their physical health, fitness and wellbeing.

Why we have chosen this objective:
We recognise that opportunities for physical activity and participation in sport are important for children's physical health, emotional wellbeing, confidence and social development. Levels of physical activity have reduced since the pandemic, and we want to ensure that all pupils, regardless of their background or financial circumstances, have equitable access to sporting and physical activity opportunities.

To achieve this objective we plan to:

- Increase opportunities for pupils to participate in a wider range of sporting activities and extracurricular clubs.
- Organise additional sporting events and competitions within school to remove barriers associated with travel and cost.
- Provide transport to and from external sporting events where required.
- Enhance playtime and lunchtime equipment to encourage active play and physical activity.
- Monitor participation in sporting activities to identify groups who may be underrepresented.
- Encourage and support disadvantaged pupils to access sporting opportunities.

Suggested success criteria:

- Increased participation in extracurricular sport, particularly among disadvantaged pupils.
- Increased participation in sporting competitions and events.
- Improved access to physical activity during break and lunchtime.
- Positive pupil feedback about opportunities to participate in sport.
- Evidence that barriers relating to cost, transport or access have been reduced.

Objective 3: To raise attainment and improve progress in reading and writing for disadvantaged pupils, reducing the attainment gap between pupils eligible for Pupil Premium and their non-disadvantaged peers.

Why we have chosen this objective: Reading is a fundamental skill which enables children to access learning across the wider curriculum and supports their future educational success. We recognise that disadvantaged pupils may face additional barriers to developing their reading and writing skills. We are committed to providing targeted support, resources and learning opportunities to ensure that all pupils can make good progress and achieve their potential.

To achieve this objective we plan to:

- Use assessment information to identify gaps in reading and writing and provide timely intervention.
- Provide additional opportunities for disadvantaged pupils to read regularly with an adult.
- Use Pupil Premium funding strategically to provide additional teaching, resources and targeted support.
- Provide high-quality interventions for pupils who are at risk of falling behind.
- Monitor the progress and attainment of disadvantaged pupils regularly to evaluate the impact of support.
- Promote a love of reading through access to a wide range of engaging and diverse reading materials.

Suggested success criteria:

- Improved attainment and progress in reading and writing for disadvantaged pupils.
- A measurable reduction in the attainment gap between disadvantaged and non-disadvantaged pupils.
- Increased reading fluency, confidence and engagement.
- Evidence that targeted interventions are having a positive impact.

Objective 4: To develop pupils' knowledge, understanding and positive attitudes towards equality, diversity and inclusion, enabling them to recognise, respect and celebrate differences and challenge prejudice, discrimination and stereotypes.

Why we have chosen this objective:
We recognise the importance of preparing children to become respectful, tolerant and inclusive members of society. In light of negative influences within wider society and an apparent increase in prejudice-based incidents within school, we want to strengthen pupils' understanding of equality, diversity and respect. We are committed to creating an inclusive environment where every child feels valued, respected and represented, regardless of their background, identity or individual circumstances.

To achieve this objective we plan to:

- Organise a whole-school Diversity Celebration Week, providing opportunities for pupils to explore and celebrate different cultures, religions, identities and experiences.
- Ensure that diversity and inclusion are embedded throughout the curriculum rather than being limited to specific events or celebration weeks.
- Use assemblies, class discussions and age-appropriate resources to develop pupils' understanding of equality, respect and inclusion.
- Ensure that books, displays and learning resources positively represent different backgrounds, cultures, families and experiences.
- Explicitly teach pupils how to recognise and challenge prejudice, discrimination and stereotypes.
- Ensure that all incidents of discriminatory or prejudicial behaviour are recorded, addressed and monitored.
- Provide opportunities for pupils to share their views and experiences and contribute to developing an inclusive school environment.

Suggested success criteria:

- Pupils demonstrate an increased understanding of equality, diversity and inclusion.
- Pupils can explain the importance of respecting and celebrating differences.
- A reduction in repeated prejudice-based incidents.
- Pupil voice demonstrates that children feel safe, respected, valued and included.
- Evidence of diverse representation throughout the curriculum and school environment.

Objective 5: To ensure that all pupils, including those with protected characteristics, have equal access to opportunities, feel represented within the school community and are supported to achieve their full potential.

Why we have chosen this objective:
We recognise that every child is unique and that all pupils should have the same opportunities to participate, learn, develop and achieve, regardless of their background, identity or individual circumstances. We are committed to creating an inclusive school environment where diversity is valued, differences are respected and every child feels represented, welcomed and part of the school community. We want to identify and remove any barriers that may prevent pupils, particularly those with protected characteristics, from accessing opportunities or reaching their full potential. By promoting equality, inclusion and a strong sense of belonging, we aim to ensure that every pupil feels valued, supported and able to succeed.

To achieve this objective we plan to:

- Regularly review school policies, procedures and practices to ensure they promote equality, inclusion and fairness for all pupils.
- Ensure reasonable adjustments are made for pupils with disabilities and additional needs so that they can fully access all aspects of school life.
- Audit books, displays, teaching resources and the wider school environment to ensure that different cultures, backgrounds, identities and family structures are positively represented.
- Gather pupil voice and parental feedback to identify any barriers to inclusion, equality of opportunity and a sense of belonging.
- Ensure that all pupils have opportunities to contribute to school life, have their voices heard and have their achievements recognised and celebrated.
- Provide staff with opportunities for professional development to strengthen their understanding of equality, diversity and inclusive practice.
- Work in partnership with families and external agencies to identify and overcome individual barriers to learning, participation and achievement.

Suggested success criteria

- All pupils have equitable access to learning opportunities, educational visits, extracurricular activities, clubs and wider school experiences.
- Pupil voice demonstrates that children feel safe, valued, respected and included within the school community.
- Pupils from different backgrounds and with different characteristics feel positively represented through the curriculum, books, displays and learning resources.
- Reasonable adjustments are implemented effectively to ensure pupils with disabilities and additional needs can participate fully in school life.
- Parent and carer feedback indicates that the school is welcoming, inclusive and respectful of individual differences.

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.