

St Barnabas' CE Primary School



Equality Policy and Accessibility Plan

Vision:

We believe:

- * Each child is uniquely created and loved by God.
- * It is a privilege to nurture and develop our children.
- * An outstanding education enables children to reach their full potential.
- * Children are the future of our community.
- * Christian faith informs behaviour and moulds character of our adults and children.

Each child is uniquely created and loved by God.

Equality and Vision Statement

At St Barnabas CE (VA) Primary School, we are committed to ensuring equity and equality of education and opportunity for all of our pupils irrespective of race gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. In our school our Christian vision shapes all that we do:

We believe:

- ❖ Each child is uniquely created and loved by God.
- ❖ It is a privilege to nurture and develop our children.
- ❖ An outstanding education enables children to reach their full potential.
- ❖ Children are the future of our community.
- ❖ Christian faith informs behaviour and moulds character of our adults and children.

Our Christian vision and values, Aspiration, Compassion, Love, Perseverance, Reconciliation and Trust, underpin all of our actions. We follow the example of St Barnabas and his role in encouraging others (Acts 4:36), we ensure that all of our children can achieve and aspire.

We challenge our children and ourselves to be the best we can be in a safe, rich and purposeful environment, while relishing life and learning at St Barnabas.

We believe that the Equality Act 2010 provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Our approach to equality is based on the following 7 key principles

- All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, national origin or status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation.
- We recognise, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith and sexual orientation.

- We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- We foster a shared sense of cohesion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- We observe good equalities practice for our staff. We ensure that policies and procedures benefit all employees and potential employees in all aspects of their work, including in recruitment and promotion, and in continuing professional development.
- We have the highest expectations of all our children. We expect that all pupils can make good progress and achieve to their highest potential.
- We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.

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). This means that schools cannot discriminate against pupils or treat them less favourably because of their sex (gender), race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy or maternity. The Act requires all public organisations, including schools to comply with the Public Sector Equality Duty and two specific duties:

The Public Sector Equality Duty or “general duty”

This requires all public organisations, including schools to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

The Two “specific duties”

This requires all public organisations, including schools to:

- Publish information to show compliance with the Equality Duty by April 6th, 2012
- Publish Equality objectives at least every 4 years which are specific and measurable by April 6th 2012

This policy describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and provides guidance to staff and outside visitors about our approach to promoting equality.

What we are doing to eliminate discrimination, harassment and victimisation

The way we provide education for our pupils and the way we provide access for pupils to facilities and services.

We are aware of the Reasonable Adjustment duty for disabled pupils – designed to enhance access and participation to the level of non-disabled pupils and stop disabled children being placed at a disadvantage compared to their non-disabled peers.

The Headteacher ensures that all appointment panels give due regard to this policy so that no one is discriminated against when it comes to employment, promotion or training opportunities.

We take seriously the need to consider the equality implications when we develop, adapt and review any policy or procedure and whenever we make significant decisions about the day-to-day life of the school.

We actively promote equality and diversity through the curriculum and by creating an environment which promotes respect for all and celebrates diversity.

Our admissions arrangements are fair and transparent, and we do not discriminate against pupils by treating them less favourably on the grounds of their sex, race, disability, religion or belief, sexual orientation.

Behaviour, Exclusions and Attendance

- The school Behaviour Policy takes full account of the new duties under the Equality Act.
- We make reasonable, appropriate and flexible adjustment for pupils with a disability.
- We closely monitor data on exclusions and absence from school for evidence of overrepresentation of different groups and take action promptly to address concerns.

Addressing prejudice and prejudice-based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

Prejudices around disability and special educational needs.

Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum.

Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

What we are doing to advance equality of opportunity between different groups

- We know the needs of our school population very well and collect and analyse data in order to inform our planning and identify targets to achieve improvements.
- We have procedures, working in partnership with parents and carers, to identify children who have a disability through our pupil admissions meetings.
- In termly pupil progress meetings, we collect data and monitor progress and outcomes of different groups of pupils (FSM/PPG eligible/ gender/ ethnicity/ SEND) and use this data to support school improvement. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills.
- At the end of each academic year, we analyse progress and standards obtained by the same groups of pupils and also publish year group and end of key stage data.
- At the end of each academic year, we analyse the attendance and exclusions of different groups to establish if there any notable trends.
- We are aware that equality legislation relates mainly to current but also to future pupils.
- We avoid language that runs the risk of placing a ceiling on any pupils' achievement or that seeks to define their potential as learners
- We use a range of teaching strategies that ensures we meet the needs of all pupils (see teaching and learning policy and SEN policy)
- We provide support to pupils at risk of underachieving
- We do not tolerate any negative language in matters such as race, gender, disability and sexuality.
- We ensure equality and equity of access for all pupils to a broad and balanced curriculum, removing barriers to participation where necessary.
- We also implement an annual Accessibility Plan designed to: increase the extent to which pupils with disability can participate in the curriculum; improve the physical environment and; improve the availability of accessible information to disabled pupils.

What we are doing to foster good relations

- We prepare our pupils for life in a diverse society and ensure that there are activities across the curriculum that promotes the spiritual, moral, social and cultural development of our pupils.
- Pupil voice is strong and influences many aspects of school life e.g. curriculum content, afterschool clubs, rewards and sanctions.
- We teach about difference and diversity and the impact of stereotyping, prejudice and discrimination through RE, PSHE and citizenship, and the wider curriculum
- We use materials and resources that reflect the diversity of the school, population and local community in terms of race, gender, sexual identity and disability, avoiding stereotyping.
- We promote a whole school ethos and values that challenge prejudice based discriminatory language, attitudes and behaviour.
- We provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures.
- We include the contribution of different cultures to world history and promote positive images of people from different backgrounds.
- We provide opportunities for pupils to listen to a range of opinions and empathise with different experiences.

Roles and Responsibilities

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

Governing body

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

Teaching and Support Staff

All teaching and support staff will:

- Promote an inclusive and collaborative ethos in their classroom
- Challenge prejudice and discrimination
- Deal fairly and professionally with any prejudice-related incidents
- Plan and deliver learning that reflect the school's principles, for example, in providing materials that give positive images in terms of race, gender and disability
- Maintain the highest expectations of success for all pupils
- Support different groups of pupils in their class through differentiated planning and teaching, especially those who may (sometimes temporarily) find aspects of academic learning difficult
- Keep up-to-date with equalities legislation relevant to their work.
- We will provide training and guidance on Equalities for all staff new to the school as part of the induction procedure.

Visitors

All visitors to the school, including parents and carers and volunteers are expected to support our commitment to equalities and comply with the duties set out in this policy.

Equality and Accessibility Plan 2024 – 2027

Intent	Implementation	Responsibility	How will the impact be monitored
To have zero tolerance of bullying/racist behaviour/harassment incidents. Ensure all staff aware of gender inequalities and how to tackle bullying / racism / sexual harassment.	All staff trained in latest Safeguarding and Child Protection Policy on how to deal with	HT / DHT	Through incidents reported on CPOMS
Ensure that curriculum content reflects the diversity of our School and community and UK and has positive examples of achievements by black Britons both in the current day and historically.	All books in the school have been updated to reflect realities and eliminate gender stereotyping. Book events across the school promote themes which support diversity	HT / BC	Through book audits Monitoring and refreshing of class texts.
To enable greater awareness by all staff of effective provision needed for children with ASD and other related disorders and how to facilitate this.	INSET opportunity as part of planned CPD input	All Staff	CPD review
To support all families to be part of the School community	* Celebrate cultural events throughout the year * To continue to develop Language Ambassadors * Personal invitations to key families	All staff	Annual review
Raise aspirations for pupils from all socioeconomic backgrounds through	Disadvantaged pupils to be involved in enrichment activities	All staff	Monitoring attendance to clubs
To extend and promote curriculum and enrichment activities for all our community	To share different events throughout the year and invite key families	SLT	Annual review of offer
Ensure good progress for pupils with SEND across the school	SENCO to work closely with CT and TAs to ensure academic and SEMH needs are met	SENCO	Termly data analysis