



Barley Fields

Primary School

Equality Policy

2021

Date Issued:	November 2021
Prepared by:	Head Teacher
Review date:	2023
Date Adopted by Governing Body:	November 2021

This policy reflects the Single Equality Act 2010 which replaces previous legislation including the Race Relations Act 1976, Disability Discrimination Act 1995, Gender Recognition Act 2004, Sex Discrimination Act 1975 and the Special Educational Needs and Disability Regulations of 2014.

The Single Equality Act combines the existing three duties into one new Equality Duty. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and where there is mutual respect for other people and the environment. We are committed to promoting respect and equality across all protected characteristics, including sexual orientation and gender identity, and preparing pupils for life in diverse 21st Century Britain.

We tackle discrimination quickly and firmly and aim to make equality of opportunity a reality for our children. We recognise and pay attention to the different groups of children within our school:

- Males and females
- Children with different sexual orientations and gender identities (including LGBT);
- Minority ethnic and faith groups
- Children with English as an additional language
- Children with special educational needs
- Children with a disability
- Gifted and Talented children
- Children who are at risk of disaffection or exclusion.

This Single Equality Policy summarises the school's approach in ensuring equality for all.

OBJECTIVES

- To ensure that all children have equal access to a rich, broad, balanced and relevant curriculum.
- To promote equality of opportunity by ensuring that teaching, learning and the curriculum promote equality, celebrate diversity, promote cultural understanding and awareness of different religious beliefs between ethnic groups in our school family.
- To promote community cohesion by fostering positive relations between all groups.
- To eliminate any discrimination, harassment and victimisation.
- To ensure that no-one is unfairly or illegally disadvantaged as a consequence of their age, disability, gender, gender-identity, sexual orientation, colour, race, ethnic or national origin, disability or religious beliefs.
- To recognise and celebrate diversity within our community whilst promoting community cohesion. To ensure that this policy is applied to all we do.
- To ensure that pupils and parents are fully involved in the provision made by the school.
- To ensure that within the school budget, adequate funding is provided to underpin this policy and that intervention, positive and preventative action is funded where necessary.

GOOD PRACTICE

- We strive to achieve a cohesive community and expect that children respect one another and behave with respect towards one another, and that their parents feel fully engaged and supported by our school.
- We aim to enhance a wider sense of community locally, as well as in the context of the UK and the World communities.
- We fully support and embrace the UN Convention on the Rights of the Child which underpins our curriculum.
- We also support the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.
- Through our policies and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is able to contribute to the wider community.

This Policy will be reviewed in 2023

- We consider it prudent and sensible to maintain the practice of logging discriminatory incidents and reporting them to the local authority as necessary. We monitor and log incidents that discriminate against children and young people or adults in our school with protected characteristics including racist or homophobic bullying using our CPOMS safeguarding system. We also monitor and log bullying incidents and behavioural concerns.

STRATEGIES

- Monitoring, evaluation and review carried out by the Leadership Team will ensure that procedures and practices within the school reflect the objectives of this policy.
- Parents and governors will be involved and consulted about the provision being offered by the school.
- Teachers will ensure that all teaching and learning takes account of this policy.
- The diversity within our school and the wider community will be viewed positively by all.
- Diversity will be recognised as a positive, rich resource for teaching, learning and the curriculum.
- Professional development opportunities will be provided for staff to provide them with the knowledge, skills and understanding they need to meet the requirements of this policy.
- Contributions will be sought from parents and others to enrich teaching, learning and the curriculum.
- The positive achievements of all pupils will be celebrated and recognised.

OUTCOMES

This policy plays an important part in the educational development of individual pupils. It will ensure that all pupils are treated equally. We will make all reasonable adjustments to promote equal opportunity and equal treatment of all members of the school community.

We are committed to meeting the individual needs of each child and will take full account of their age, disability, gender, gender-identity, race, religion or belief and sexual orientation in accordance with the requirements of The Single Equality Act 2010.

EQUALITY OBJECTIVE

The Equality Act 2010 requires schools to publish specific and measurable equality objectives and these are based on our analysis of data and other evidence.'

Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantage. We will regularly review the progress we are making to meet our equality objectives.

Equality objective 2021: To develop professional practice that is consistently good or better that promotes good progress and outcomes for ALL children.

The following statement will be included in relevant school policies to maintain awareness of the importance of equality. We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We do not narrow our curriculum offer for any child.

MONITORING AND REVIEW

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.