



Barnabas Oley School

Public Sector Equality Duty Policy

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Approved: Jane Hodges (Curriculum Chair)

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Revision History

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1.0	K Whinney	Created from various guidance	Feb 2012	Feb 2013
2.0	J Petre	Reviewed no changes	Mar 2013	Mar 2014
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2.4	J Hodges/ Curriculum	Reviewed and Appendix E added (Equality Objectives 2017-18)	Oct 2017	Sept 2018

Contents

1	Introductory notes	1
2	Legal framework.....	1
3	Guiding principles.....	1
4	Policy Commitments	3
5	Roles and responsibilities of the Policy.....	6
6	Monitoring and review.....	6

Appendices

A.	Equality Objectives – 2013-14.....	9
B.	Proposed Equality Objectives 2014-15	11
C.	Proposed Equality Objectives 2015-16	12
D.	Proposed Equality Objectives 2016-17	13
E.	Proposed Equality Objectives 2017-18	14

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1 Introductory Notes

Since the Equality Act 2010 came into effect in April 2011 there is no longer a requirement that schools should draw up and publish equality schemes or policies. It is still good practice, however, for a school to make a statement about the principles according to which it reviews the impact on equalities of its policies and practices, and according to which it gathers and publishes information, and decides on specific objectives. This equalities policy amalgamates all the equalities legislation into one single equality policy for our School.

2 Legal Framework

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.
- 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.

3 Guiding Principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

3.1 Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious or non-religious affiliation or faith background
- Whatever their sexual identity.

3.2 Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- Disability, so that reasonable adjustments are made
- Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity.

3.3 Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

3.4 Principle 4: We observe good equalities practice in staff recruitment, retention and development

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

3.5 Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men.

3.6 Principle 6: We consult and involve widely

We engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- Disabled people as well as non-disabled
- People from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- People with different sexual orientation.

3.7 Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- People with different sexual orientation.

3.8 Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

3.9 Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7).

The objectives which we identify take into account national and local priorities and issues, as appropriate. We keep our equality objectives under review and report annually on progress towards achieving them.

Our objectives are:

- To ensure that the School is aware of the requirements of the Act and is determined to comply with the non-discrimination provisions.
- To improve the attainment of SEN children
- To promote and enhance community cohesion and a sense of shared belonging in the School, and in the School's neighbourhood.
- To increase understanding between different cultural and religious groups

Further details of these objectives are given in Appendix A.

4 Policy Commitments

4.1 Promoting Equality: The Curriculum

We keep each curriculum subject under review in order to ensure that teaching and learning reflect the guiding principles set out above. We aim to provide all our children with the opportunity to succeed. To achieve this, we will ensure:

- Curriculum planning reflects a commitment to equality;
- The curriculum prepares pupils for life in a diverse society and uses opportunities to reflect the background and experience of pupils and families in the school;
- There will be opportunities in the curriculum to explore concepts and issues related to identity and equality;
- The promotion of attitudes and values that celebrate and respect diversity and challenge discriminatory behaviour and language whenever it occurs;
- The use of images and materials which positively reflect a range of cultures, identities and lifestyles.

4.2 Promoting Equality: Achievement

There is a consistently high expectation of all pupils regardless of age, gender, ethnicity, ability, social background and sexual orientation. To secure the best possible outcomes we recognise that:

- Adults in the School will be expected to provide good, positive role models in their approach to all issues relating to equality of opportunity;
- It is important to identify the particular needs of individuals and groups within the School and to use targeted interventions to narrow gaps in achievement;
- A range of teaching methods is used in the School to ensure that effective learning takes place at all stages for all pupils;

- All pupils are actively encouraged to engage other pupils in their own learning.

4.3 Promoting Equality: Ethos and Organisation of the School

At the School, we are aware that those involved in the leadership of the school community are instrumental in demonstrating mutual respect between all members of the school community. We aim to:

- Achieve a feeling of openness and honesty in all that we do as a School, our vision and values are founded on a bedrock of honesty and our Golden Rules ask us to always tell the truth;
- Encourage the children to be kind and polite, caring for all members of the community, reinforced by our Golden Rules;
- Encourage everyone in the School to greet visitors with friendliness and respect;
- Ensure that the displays around the School reflect diversity across all aspects of equality and are frequently monitored;
- Make reasonable adjustments to ensure access for all pupils, staff and visitors (including parents) with disabilities. This not only includes physical access, but takes account of the wider access to school information and activities;
- Cater for the cultural, moral and spiritual needs of all children through the planning of collective worship, classroom based and off site activities;
- Seek pupils' views, these are actively encouraged and respected. Pupils are given a voice through the School Council, regular surveys and through the restorative approach to behaviour management where we use pupils as peer mediators;
- Encourage positive role models throughout the School to ensure that different groups of pupils feel welcomed and included.

Please refer to the following policies: Behaviour and Discipline Policy, Public Sector Equality Duty Policy, Access Plan Policy, Social, Moral, Spiritual and Cultural Development Policy and to the Vision and Values statement for the School.

4.4 Promoting Equality: Staff Recruitment and Professional Development

The School is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief. (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

All staff have a duty to act in accordance with this policy and treat colleagues with dignity at all times, and not to discriminate against or harass other members of staff, regardless of their status.

In particular:

- All posts are advertised formally and open to the widest pool of applicants.
- All those involved in recruitment and selection are trained and aware of what they should do to avoid discrimination and to ensure equality of opportunity.

- Steps are taken to encourage people from under-represented groups to apply for positions at all levels of the school.
- Access to opportunities for professional development is monitored on equality grounds.
- Equalities policy and practice is covered in all staff inductions.
- All supply staff and contractors are made aware of the equalities policy and practice.
- Employment policy and procedures are reviewed regularly to check conformity with legislation and the impact of policies are kept under regular review.
- We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.
- We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.
- All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

Please refer to the following policies: Recruitment, Selection Policy and Procedure, Redundancy Policy and Procedure, Equality and Diversity Policy for School Staff, Persistent Complaints and Harassment policy.

4.5 Promoting equality: Countering and Challenging Harassment and Bullying

The School counters and challenges all types of discriminatory behaviour and this is made clear to staff, pupils, parents and governors. The School has a clear, agreed procedure for dealing with prejudice related bullying incidents and has a nominated member of staff responsible for recording and monitoring incidents.

The school keeps a record of prejudice-related incidents and, if requested, provides a report to the Local Authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with. The Headteacher reports to the Governing Body at each meeting on the number of prejudice related incidents recorded in the School.

Please refer to the following policy: Anti-Bullying Policy.

4.6 Promoting Equality: Partnerships with Parents / Carers and with the Wider Community

The School aims to work in partnership with parents/carers. We:

- Take action to ensure all parents / carers are encouraged to participate in the life of the School;
- Maintain good channels of communication e.g. through the parents forum, parents newsletters, the School website and parents surveys, to ensure that parent's views are captured to inform practice;
- Encourage members of the local community to join in school activities and celebrations;
- Ensure that the parents / carers of all newly arrived pupils are made to feel welcome.

Please refer to the following policies: Parent and Community Partnership Policy, Complaints Policy

5 Roles and Responsibilities of the Policy

In the School, all members of the school community have a responsibility for promoting equalities.

The Governing Body has responsibility for ensuring that:

- The School complies with all equalities legislation;
- The equalities policy is maintained and regularly updated and that the equality schemes are easily identifiable (these may be included within the SDP, the School's Access Plan Policy or may be standalone documents)
- The related procedures and action plans are implemented.
- The designated Equalities Governor will have an overview, on behalf of the Governing Body, on all prejudice related incidents or incidents which are a breach of this policy and ensure that appropriate action is taken in relation to these incidents.

The Headteacher and Senior Management Team have responsibility for:

In partnership with the Governing Body, providing leadership and vision in respect of equality;

- Overseeing the implementation of the equality policy and schemes;
- Co-coordinating the activities related to equality and evaluating their impact;
- Ensuring that all who enter the school are aware of, and comply with, the equalities policy;
- Ensuring that staff are aware of their responsibilities and are given relevant training and support;
- Taking appropriate action in response to any prejudice-related incidents
- A senior member of staff has day-to-day responsibility for coordinating implementation of the policy.

All staff have responsibility for:

- Implementing the School's equalities policy and schemes;
- Promoting an inclusive and collaborative ethos in their classroom;
- Dealing with any prejudice related incidents that may occur;
- Planning and delivering the curriculum and lessons that reflect the principles in this policy;
- Supporting pupils in their class for whom English is a second language;
- Keeping up to date with equalities legislation relevant to their work.

6 Monitoring and Review

The Headteacher is responsible for coordinating the monitoring and evaluation of this policy and will:

- Provide updates on equalities legislation and the School's responsibilities in this regard;
- Work closely with the Equalities Governor/Curriculum Committee;
- Support positively the evaluation activities that monitor the impact and success of the policy on pupils from different groups
- Collect and review quantitative and qualitative data relating to the implementation of this policy and report periodically to the Governing Body on the equalities duty, particularly the specific equality objectives set annually.

The Governing body will review the data reported by the School relating to the implementation of this policy, and make adjustments as appropriate.

The Governing Body will analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

In particular, the School and Governing Body will review and publish annually on the progress made towards our specific equality objectives outlined above and in the Appendices.

Appendices

A. Equality Objectives – 2013-14

Area of the Equality Act: Eliminating discrimination and other conduct that is prohibited by the Act		
<u>Equality Objective</u>	<u>Links to SDP</u>	<u>Evidence / Publication</u>
To ensure that the School is aware of the requirements of the Act and is determined to comply with the non-discrimination provisions.	<ul style="list-style-type: none"> • Brief all staff and Governors of the requirements of the Act • Specifically link SDP to the requirements of the Act • Produce Equality Duty Policy • Staff and Governor training for nominated Equalities personnel 	Refer to copies of the following policies: Gifted and Talented policy (being updated) SEN policy (being updated) Anti-Bullying Policy (being updated) School discipline and Pupil Behaviour Policy Parent Partnership Policy Community Cohesion Policy Complaints Policy Equality duty policy Racial Equality Policy Accessibility Policy (being drafted) Personnel – Recruitment, Selection Policy, Redundancy Policy and Procedure, Equality and Diversity Policy for School Staff, Persistent complaints and Harassment, Presentation given to FGB and FGB minutes
Area of the Equality Act: Advancing equality of opportunity between people who share a protected characteristic and people who do not share it		
<u>Equality Objective</u>	<u>Links to SDP</u>	<u>Evidence / Publication</u>
To improve the attainment of SEN children	<ul style="list-style-type: none"> • Organisation of targeted interventions using TA support. • Training for Teaching assistants on specific needs 	Raise on line data School data Teacher assessments IEPs SEN policy

Area of the Equality Act: Fostering good relations across all characteristics		
<u>Equality Objective</u>	<u>Links to SDP</u>	<u>Evidence / Publication</u>
To promote and enhance community cohesion and a sense of shared belonging in the School, and in the School's neighbourhood.	<ul style="list-style-type: none"> • Participate fully in Restorative Approaches project through the St Neots forum • Establish collaborative links with local schools and worldwide schools – Newton, Crosshall, Gamlingay First School, Kenyan school, Moldova • Increase liaison with playgroup • Through the PTA - develop the school community through a range of social and family events • Establish regular meetings of the Parents Forum to enable parents to contribute to school development • To review the use of circle time across the school • To introduce restorative approaches to behaviour as part of school ethos. 	<p>Copies of following policies to consider being made available online to fulfill duty:</p> <ul style="list-style-type: none"> Parent Partnership Policy Community cohesion Policy Working with Barneys after school club Working with Gransden Football and Tennis club Working with local musicians to provide tuition in school time Working with Parish Council on Safer Routes to School and other matters Working with Gransden Pageant
Area of the Equality Act: Fostering good relations across all characteristics		
<u>Equality Objective</u>	<u>Links to SDP</u>	<u>Evidence / Publication</u>
To increase understanding between different cultural and religious groups	<ul style="list-style-type: none"> • Highlight aspects of spirituality, awe and wonder within cross curricular topics • Establish reciprocal Faith visits with Peterborough schools (POPES) 	Links with Kenyan School.

B. Proposed Equality Objectives 2014-15

Area of Equality Act: Eliminating discrimination and other conduct that is prohibited by this act		
<u>Equality Objective</u>	<u>Links to SDP</u>	<u>Evidence/Publication</u>
<ul style="list-style-type: none"> To focus on teaching that enables pupils to understand the complex nature of bullying and to develop a secure understanding of anti-bullying strategies. 	<ul style="list-style-type: none"> PSHE targets Fully engage in activities during Anti-bullying week Discuss any follow up issues at School Council 	<ul style="list-style-type: none"> Anti-bullying policy Parent partnership policy Equality duty policy Equality and Diversity for school staff Persistent complaints and harassment policy
Area of Equality Act: Advancing Equality of opportunity between people who share a protected characteristic and people who do not		
<ul style="list-style-type: none"> To improve the attainment outcomes for G+T children at the end of KS2 in Mathematics and Reading To close the gap for pupils with SEN at KS2 where the difference in their Average point score is less than 3.6 	<ul style="list-style-type: none"> Planned training and tuition for Level 6 support for mathematics and Reading Planned intervention, targeted and reviewed termly for impact to enable SEN children to make greater progress 	<ul style="list-style-type: none"> Gifted and talented policy SEN policy Raise Gaps analysis report School Data Teacher assessments IEPs
Area of Equality Act: Fostering good relations across all characteristics		
<ul style="list-style-type: none"> To increase understanding between different cultural and religious groups through participation in the International School's award programme. 	<ul style="list-style-type: none"> New RE Agreed syllabus implemented Training for staff Links to spirituality made through cross curricular topics Continue and extend links to other local and international schools as part of International schools award. 	<ul style="list-style-type: none"> RE lesson observation Curriculum audit (teacher confidence) Links made during planning for cross curricular topics Obtain International schools award.

C. Proposed Equality Objectives 2015-16

Area of Equality Act: Eliminating discrimination and other conduct that is prohibited by this act			
Equality Objective	Links to SDP	Evidence/Publication	Review/Outcomes
<ul style="list-style-type: none"> To focus on teaching that enables pupils to understand the complex nature of bullying and to develop a secure understanding of anti-bullying strategies. 	<ul style="list-style-type: none"> PSHE targets Fully engage in activities during Anti-bullying week Discuss any follow up issues at School Council 	<ul style="list-style-type: none"> Anti-bullying policy Parent partnership policy Equality duty policy Equality and Diversity for school staff Persistent complaints and harassment policy 	<p>Anti-bullying activities continue to be ongoing</p> <p>Behaviour will be focus of SIA visit – November 2016.</p>
Area of Equality Act: Fostering good relations across all characteristics			
<ul style="list-style-type: none"> To fully embrace newly arrived pupils, particularly those who do not have English as their first language. 	<ul style="list-style-type: none"> SEN – Social Interaction 	<ul style="list-style-type: none"> Behaviour Policy British values statements School values 	<p>EAL pupil now fully integrated</p>
Area of Equality Act: Fostering good relations across all characteristics			
<ul style="list-style-type: none"> To encourage more male role models within school. 	n/a	<ul style="list-style-type: none"> Multi-sports extra-curricular activities Golden Time Supply teachers where possible Fathers' Day lunch Fathers attending curriculum workshops PTA events 	<p>Male supply teacher now regularly available.</p> <p>Successful curriculum workshop with fathers reading books to pupils.</p>

D. Proposed Equality Objectives 2016-17

Area of Equality Act: Eliminating discrimination and other conduct that is prohibited by this act			
<u>Equality Objective</u>	<u>Links to SDP</u>	<u>Evidence/Publication</u>	<u>Review/Outcomes</u>
<ul style="list-style-type: none"> To focus on reducing discriminatory language spoken by pupils, and to discourage pupils from excusing such language as just 'banter'. 	<ul style="list-style-type: none"> PSHE targets Behaviour priority target - to ensure outstanding behaviours are being developed and embedded. 	<ul style="list-style-type: none"> SIA Behaviour Visit/Audit Anti-bullying policy Parent partnership policy Equality duty policy Equality and Diversity for school staff Persistent complaints and harassment policy 	<p>Lunchtime behaviour reviewed as part of SIA visit.</p> <p>Training for lunchtime supervisors complete.</p> <p>More lunchtime clubs available for pupils</p> <p>Golden Table incentive scheme introduced</p> <p>Pupils given more responsibility throughout the school including lunchtime assistants (more boys taking on that role)</p>
Area of Equality Act: Fostering good relations across all characteristics			
<ul style="list-style-type: none"> To encourage children to show respectful attitudes to ALL members of the school community 	<ul style="list-style-type: none"> Behaviour priority target - to ensure outstanding behaviours are being developed and embedded. 	<ul style="list-style-type: none"> SIA Behaviour Visit/Audit Behaviour Policy British values statements School values 	<p>TAs deal with behavioural issues more consistently</p> <p>Peer mediators help to resolve flare-ups</p> <p>Continual reinforcement of school values, such as respect via Star of the Week etc.</p>

E. Proposed Equality Objectives 2017-18

Area of Equality Act: Eliminating discrimination and other conduct that is prohibited by this act			
<u>Equality Objective</u>	<u>Links to SDP</u>	<u>Evidence/Publication</u>	<u>Review/Outcomes</u>
<ul style="list-style-type: none"> To move beyond deterministic notions of fixed ability and to model teaching and learning behaviours that avoid labelling of one's self and others 	<ul style="list-style-type: none"> Growth Mindsets priority target - to focus on the whole school approach to develop a 'can do' culture for learning across all groups in the school PSHE targets 	<ul style="list-style-type: none"> Growth Mindset training/presentations for governors and parents School Values British Values SEND Policy SMSC Policy PSHE and Citizenship Policy 	
Area of Equality Act: Fostering good relations across all characteristics			
<ul style="list-style-type: none"> To monitor and respond in a timely fashion to issues/concerns communicated by children through the use of 'worry boxes' 	<ul style="list-style-type: none"> Communication priority target - to ensure we are doing all we can to foster good communication across whole school community PSHE targets 	<ul style="list-style-type: none"> Parent and Community Partnership Policy Complaints Policy for Parents Anti-Bullying Policy PSHE and Citizenship Policy Behaviour Policy SMSC Policy School values Staff training on use/techniques of circle time Staff to liaise with Inclusion Workers 	